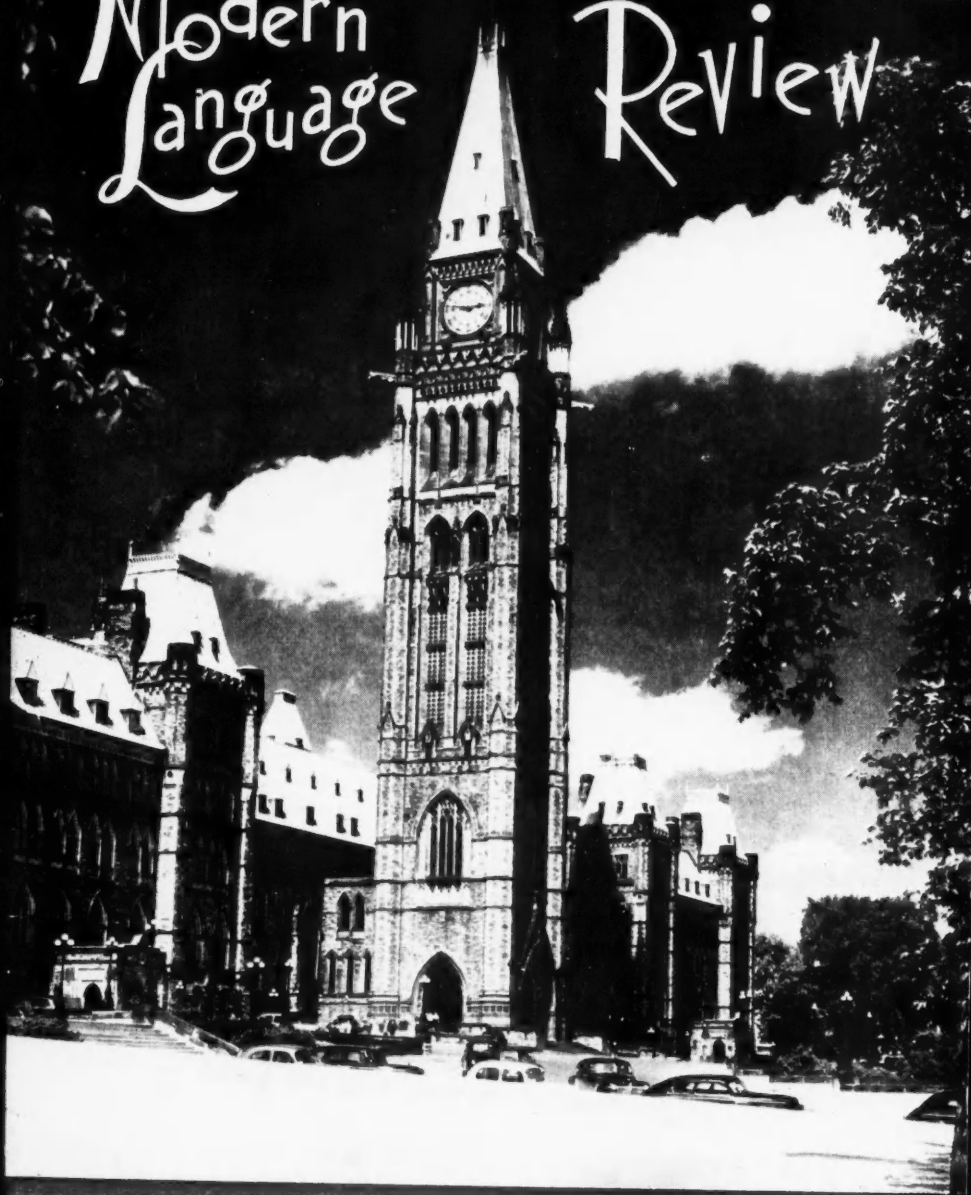


The
Modern
Language

Canadian
Review



THE PEACE TOWER

PARLIAMENT BUILDINGS, OTTAWA

VOLUME XVI

SUMMER 1960
BOOK NUMBER

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THE CANADIAN Modern Language Review

Published by
THE ONTARIO MODERN LANGUAGE TEACHERS' ASSOCIATION
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Dr. F. L. Barrett

A MESSAGE
from the President of the Canadian
Book Publishers' Institute

First a teacher and then a Public School inspector, Dr. Barrett is now Managing Editor of the Copp Clark Publishing Company.

The Canadian Educational Book Publishers' Institute is honoured to have a place in this edition of "The Canadian Language Review". We are, after all, no strangers to one another since over the years most of the Educational Publishers have used to good effect the pages of your fine magazine. Moreover, we have noted with satisfaction its steady growth and increasing influence.

The statement that the world grows smaller day by day is now so much a cliché that one is embarrassed to state it. Nonetheless, the consequences of the shrinkage are not to be escaped. And one of the consequences is the need to have proficiency with a language other than one's own. In evidence, we may note the birth of interest in the Russian language and the likelihood that before too long the teaching of Spanish will gain new prominence.

Nor are all changes on the outside of us and beyond us. Dr. Wilder Penfield, eminent neurologist, has explored the brain's areas of learning and has come up with some most interesting pronouncements on when and how languages should be taught. If, as he believes, language training is delayed too long, then there is a fresh challenge for both teacher and publisher.

There are some who believe that the language text may be losing ground. These prophets point to the importance of records and tape recorders and T.V. and all of the other gimmicks of a mechanical age. Now no one will deny the importance of these machines in lending a veracity to language teaching that the printed word cannot give. Nevertheless, the text will not and cannot be replaced. (Imagine your pupils going home with tape recorders under their arms!) It may be altered in format, but it is bound to last a few years yet as the main and indispensable unit of the teaching program.

And so long as the text lasts, you will find Canadian publishers eager to improve its content, organization and physical structure so that in the hands of the teacher, it is a practical and effective aid to learning.

F. L. Barrett

Important Notice to Subscribers

At the 1960 Annual Meeting of the O.M.L.T.A. it was decided, on the recommendation of the Editorial Board to raise the subscription of the "Review" from three to four dollars per annum to ensure its continued expansion in the face of the rising costs of publication.

We are grateful to all of our faithful subscribers and advertisers who have made it possible for us to maintain the "Review" on a sound financial basis. The "Review" now has over 950 paid-up subscribers and a total circulation of over 1000.

The following is a break-down of subscriptions prepared by the Business Manager for the meeting of the Editorial Board on April 2, 1960.

BREAKDOWN OF SUBSCRIPTIONS

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Alberta	17
Manitoba	14
Quebec	6
New Brunswick	4
Nova Scotia	7
United States	44
Australia	1
Tasmania	1
England	1
France	1
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Miss Marie Stock

MODERN LANGUAGE TEACHING IN UPPER CANADA A CENTURY AGO

The Centennial Address delivered by
Miss Marie Stock of McMaster Uni-
versity, 1959-60 President of the
O.M.L.T.A.

Since the Ontario Educational Association is celebrating its centennial year, it seems fitting that we in this section should also look backward, and try to discover what was the state of Modern Language teaching in Upper Canada in 1860. What languages were taught a hundred years ago in this province? In what schools? By whom? What text-books were used? What methods were followed? For answers to these questions I am indebted to George Hodgins' "Documentary History of Education in Upper Canada", and to Dr. Isidore Goldstick's thesis, "Modern Languages in Ontario High Schools". In the former I found this statement: "... every educated man in this Country, and especially every Medical man, ought to know at least French, — which here is a spoken language, — and German also." (The speaker was discussing options for medical students, hence the mention of medical men in particular, but this does not alter the general purport: Every educated man in this country ought to know at least French, — which is here a spoken language.) That statement was made on April 21, 1860, a hundred years ago almost to the day, by Dr. Daniel Wilson, at that time professor of English at University College, for whom the building in which we are meeting is named. It is salutary to look backward; we often find that much of what we are advocating now has been suggested by our predecessors. But it is consoling too. Although we have not yet reached the goal set by Dr. Wilson one hundred years ago, we have at least moved closer to it.

In 1860, as you may surmise, French was the only modern language taught to any extent in Upper Canada. It was not a prescribed subject of study, and occupied a position well at the bottom of the list, for Classics and Mathematics were considered the "sine qua non" of what was called

a "Superior" education. It was taught most generally in private schools, particularly in the various "Female Academies" on which girls relied for their higher education. We read, for instance, in the Course of Instruction of Upper Canada Academy, later Victoria College: "In the Female Department, which is perfectly distinct in the building, instruction will be given in all the constituent parts of a Superior English education, and in French, music, drawing and embroidery", (also called "Ornamental needlework"). For a long time French was considered a subject of study especially suited to girls. An inspector's report for 1869 states: "It is gratifying to observe the growing taste among our girls for a graceful and elegant language, which is so peculiarly a woman's study and accomplishment as French is."

But French was also taught in boys' schools. It had, for example, been on the curriculum of Upper Canada College from the time of its founding in 1830. Here it was begun in the second form and continued for five years. However, much less time was devoted to it than to the study of the Classics. The lack of prestige from which the subject suffered reflected on the master, a native Frenchman called M. de la Haye, who had taught at the Lycée Louis-le-Grand in Paris. He and the teacher of art were assigned less important seats in the Assembly Hall than were the other masters. This they duly protested.

In addition to being taught in the private schools, French was also taught in certain Grammar Schools, though not continuously, and often only to a few pupils, and since it was an extra subject, a special fee was frequently charged. One hundred years ago French was experiencing a "boom", just as it is today. From 1854 to 1865 the increase in Grammar School attendance was 54%, but the increase in the number of students studying French was 374%. However, in 1860 there were still only about half as many studying French as Latin. Classes were small and poorly graded. Since all the subjects on the curriculum were taught by from one to three teachers, these were of necessity not specialists; less than half were university graduates. Some schools, like those in Cornwall, Hamilton and Ottawa, are reported to have employed native Frenchmen from time to time.

French was begun in the third year of Grammar School and it was studied for three years. The emphasis was on the teaching of grammar. Masters had the choice of several books; the one most commonly used in 1860 was Collot's *Lévizac*, which you may see in Mr. Sniderman's display. In the eyes of the modern student, accustomed to colourful books with attractive lay-out and illustrations, these drab manuals with their small format, poor type, lists of rules and exceptions, would have damned the subject at the outset. In the original *Lévizac*, "A Theoretical and Practical Grammar of the French Tongue; in which the present usage is displayed agreeably to the decisions of the French Academy", vocabulary lists are grouped in one section at the beginning, and the words are arranged under such fascinating headings as: "Of the Universe in General", "Of the mind and its Faculties", "Of the Dressing Apparel". The one entitled "Of Fishes", contains 72 items, among which are the names of 60 kinds of fish! Though these are omitted in the Collot adaptation, there are still long columns of words arranged according to their gender. Each part of

speech is treated in its entirety, and the Course of Study would suggest that this topical arrangement was adhered to, to some extent at least, in teaching. Chapter I deals with the substantive, Chapter II with the article, and so on. Here are a few sample sentences for translation from the first exercise in the latter: "The soul of man without cultivation is like a diamond in the rough . . . Self love and pride are always the offspring of a weak mind . . . The happiness of a feeling man is to relieve the wants of the poor." A great deal of time was devoted to sentence analysis and parsing, and to the memorization of rules. As late as 1880, questions like these appeared on matriculation papers: "State briefly and systematically what you know about (a) adjectives, (b) past participles, (c) adverbs, (d) prepositions, (e) the subjunctive mood." Inspectors were asked to observe whether pupils were well grounded in an accurate knowledge of pronunciation, peculiar structure and idioms, and whether the languages were taught by oral and written compositions, as well as by accurate and free translation of standard authors. You will notice that the first item mentioned is proper pronunciation. In the prescribed list of readers for Junior classes we find Collot's "Pronouncing Reader". The remarks, complimentary and scathing, which appear in Inspectors' reports in the late 60's, show, on the part of these gentlemen at least, an awareness of the importance of correct pronunciation. Collot's "Anecdotes and Questions" and "Dialogues and Phrases" were also prescribed books.

In Authors classes, the general method followed seems to have been reading, translation, and sentence analysis. In 1860 the Authors text prescribed for the final year was Voltaire's "Histoire du règne de Charles XII". A previous favorite had been Fénelon's "Télémaque". In 1866, "Charles XII, Books I, II and III," were prescribed for reading in the fourth year (really the second in the study of French), where there had previously been no Authors prescription, and an act of Corneille's "Horace" was added for Honour Matriculation. The text books were apparently chosen with a view to their moral influence. Inspector J. G. D. Mackenzie writes in his report for 1868:

It is to be hoped that such works as the "History of Charles XII" and Corneille's tragedy "Horace", will come to the aid of a high and pure English literature in fortifying the minds of our young women against the many publications of the day which are calculated to turn the heads of young people and to destroy the charities and joys of the Christian home. I do not doubt that the French which is acquired at our grammar schools by the more advanced pupils will be turned to good account, though I cannot refrain from adding that it would be none the worse for greater attention to purity of accent.

As for the teaching of Modern Languages at the University, it came under fire in 1860. Charges of excessive expenditure had been levelled against University College by denominational colleges like Queen's and Victoria. Among the extravagances of which it was accused was the maintaining of options, and one of the economies suggested was abolishing the chair of Modern Languages, whose incumbent received a salary of \$2200 per annum. Modern Languages could only be taught at the cost of time which should be devoted to essential subjects like the Classics, maintained Dr. Cook of Queen's. Of what use were French and German as taught

at "The Toronto University College"? asked Egerton Ryerson. His remarks about the elementary nature of the subject matter taught under "the imposing cognomen" of Modern Languages were far from complimentary. The whole controversy gave rise to a regular "*Querelle des anciens et des modernes*", and resulted in a temporary victory for the traditionalists. Legislation was passed in 1865 by which the grant payable to Grammar Schools depended on their having an average daily attendance of at least ten pupils studying Greek or Latin. But this "Superior Classical education" was for boys only. Girls were to be admitted to Grammar Schools, but the edict read: "They will take French, and not Latin or Greek". So that schools might be eligible for the grant, there was, quite understandably, a "new-born rage for Latin". Among the recruits were many girls, although this was in defiance of the regulations. Inspectors protested against the relentless energy with which "unhappy Girl-conscripts" were pressed into the Introductory Latin Book. "They have dipped the soles of their feet into the water with no intention of wading deeper into it," said Inspector G. P. Young, in his report on the Grammar Schools in 1865. As a temporary remedy for the situation, the Department decided, for the purposes of the grant, to make two girls equal one boy. Discrimination against the girls was finally removed; compulsory Latin was abolished; and in the Bill of 1871, Modern Languages including German, previously taught only in a very few towns like Galt and Berlin, were mentioned specifically as subjects of study in the High Schools of Ontario.

Today, in 1960, we are teaching not only French and German, but also Spanish and some Russian in the Secondary Schools of Ontario. The question of the hour is not, "Shall we teach French?" but "How early shall we begin?" Sixty Public and Separate School Boards in this province have received permission to set up experimental classes in French beginning at Grade Five. (I should like to point out that as early as 1816, John Strachan, in a programme of study for "District Grammar Schools", which was never implemented, suggested that pupils begin French between the ages of nine and eleven.) In the past one hundred years there has been a shift of emphasis from grammar and translation to oral expression and comprehension. The oral examination to which Inspector Seath looked forward as early as 1887 has not yet become a reality, but we have had a dictation examination in the Upper School since 1951. Teachers of Modern Languages today are university graduates; many are specialists. They have at their disposal a wide variety of text books, and an ever-increasing number of audio-visual aids made possible by modern technology. Those of us who have taught for some time can testify to a constant improvement in the quality of oral work among the graduates of our High Schools and Universities. Since we are educating a much larger percentage of the population, more people have some knowledge of French. With the enthusiasm for language study among the general public today, the statement made one hundred years ago by Dr. Daniel Wilson, may, in the not-too-distant tomorrow, become a reality, and every educated man in Canada will at least know French, which is here a spoken language.

Marie Stock,
President, O.M.L.T.A.

DR. G. A. KLINCK RECEIVES THE O.E.A. CENTENNIAL AWARD



DR. AND MRS. GEORGE A. KLINCK

At the 1960 Convention of the O.M.L.T.A., which is a section of the Ontario Educational Association, Dr. G. A. Klinck received the O.E.A. Centennial Award for "Leadership and Service to Education". Following Mr. Sniderman's tribute to Dr. Klinck, President Marie Stock graciously presented Mrs. Klinck with a magnificent bouquet of red carnations.

George Alfred Klinck was born on a farm at Elmira, Ontario, in Waterloo County. His father, George Sr., like his son many years later, had many irons in the fire: he was a farmer, a grain merchant, a watchmaker and jeweller, and the founder and editor of the "Elmira Signet".

George Jr. went as far as Grade XII in the elementary and high school of Elmira, and took his Grade XIII at Kitchener C.I., where he won the Gold Medal for General Proficiency. After a year at the Hamilton Normal School, he taught in Hamilton for 6½ years. While teaching in Hamilton, he got his pass B.A. in the extension courses at the U. of T. He then took six months off to attend O.C.E. and get Specialist standing in French and German. He accepted his first high school position at North Bay C.I. During his two years there, he obtained his honours degree in French and German from the U. of T. This was 1931 — the year he

accepted a position at North Toronto C.I. where he has been ever since.

It was in Toronto that Dr. Klinck's academic activity really got under way. He got his M.A. in German at the U. of T., his B. Paed. at O.C.E., and then his Ph.D. at Laval — his thesis being on the prose works of Louis Fréchette. Soon to appear in book form for the first time are the "Mémoires Intimes" of Louis Fréchette with an introduction and notes by George Klinck.

His publishing activities have included the editing of several Grade XIII German authors books, two of which are "Georg und die Zwischenfälle" and "Leben und Denken". In 1943 the first of his anthologies for Grades XI and XII — "Allons Gai" appeared. The others followed with amazing regularity and rapidity — "En Avant", "Entre Nous", "Aventures", "Auteurs Français" and "Auteurs de Nos Jours". In 1953 the first of his grammars for Grades IX to XIII — done in collaboration with Whitmarsh — was published.

It goes without saying that these efforts have been most successful. George's books have been authorized or approved and used in schools in five provinces. But his activity has not been confined to that of editor and grammarian. He has some original French stories to his credit, "La Randonnée de l'Oiseau-Mouche" which appeared in 1951, the sequel, "Le Retour de l'Oiseau-Mouche", and the third, which is now being written, "L'Oiseau-Mouche aux Indes".

Despite all of this creative and editorial activity, George has still had the time and energy for other things — the Upper Canada Bible Society, which he served as president for three years, and St. John's Lutheran Church, in which he was for seven years superintendent of the Sunday School.

I have left to the end his contribution to the O.E.A. and the O.M. L.T.A., which we selfishly regard as the crowning glory of a brilliant career in and out of the classroom. He was for several years a member of the O.E.A. executive and chairman of the Publicity Committee. For four years he was the Secretary-Treasurer of the O.M.L.T.A., after which he served as vice-president and president.

It is typical of the man's restless energy and vitality that he founded the Canadian Modern Language Review in 1944 while serving as secretary-treasurer of the O.M.L.T.A. While George has readily won the enthusiastic co-operation of many teachers in the task of putting out the "Review" four times a year, he has always carried the major share of the responsibility and the labour. What is more important, it was his faith, his constancy and his vision which carried the project through the dark, shaky days to its happy position of today.

On behalf of all those who are present and all those who could not be here, George, we salute you. We are honoured to be able to honour you for your untiring and selfless service to the cause of education in general and to the cause of the Moderns teacher and student in particular.

M. SNIDERMAN,

Vice-President, O.M.L.T.A.

IMPROVING THE TEACHING OF FRENCH

By Victor Graham

An address delivered by Prof. Graham of University College, U. of T.,
before the 1960 Convention of the O.M.L.T.A.

In speaking to you to-day, I should be satisfied, I suppose, if I did nothing other than reinforce your conviction that Ontario, among the English-speaking provinces in Canada, really is, relatively speaking, a foreign language paradise. But it would be very remiss of me not to tell you more about the world outside and to warn you of some of the temptations that exist where you least suspect them. I hope that you will feel that I am merely playing the rôle of the devil's advocate and that you will not be left with the impression that I actually do represent Satan.

There is certainly no point in doing missionary work before this audience regarding the desirability of teaching foreign languages in the schools, even though the motivation of language teaching is still a controversial issue. The only spiritual guidance most of us need would be met by a wider dissemination of documents which strengthen our position by giving eloquent answers to the objections usually raised against language teaching by pagan administrators, school trustees and the unenlightened section of the general public — querulous objections for which it is often so hard to find the perfect squelch. The most valuable guide in this connection is still William Riley Parker's outline and work paper, entitled "The National Interest and Foreign Languages", and written at the request of the United States National Commission for UNESCO and revised in 1957. This document is just as pertinent in Canada as in the United States and a copy of it ought to be in the possession of every foreign language teacher.

The expert and very vocal opinion of authorities like Dr. Wilder Penfield, along with the public pronouncements of eminent scientists, statesmen and others, have suddenly turned the tide in our favor. Indeed, the whole climate has changed, and even in the Federal parliament, with the installation of a system of simultaneous translation, French, which for practical reasons could not be freely used previously, has now taken its rightful place. Our English-speaking Canadian politicians, by precept, if not by example, are constantly reminding us of the need to be able to communicate intelligibly in French. Those of us who for years have been crying in the wilderness are now on the spot. We have become the expert opinion, the prophets forced to tackle practical problems; and we must clearly demonstrate that our theories will produce results. How are we going to improve the teaching of French (or, for that matter, foreign languages in general)? What shall we recommend regarding the question of teacher-supply, and what teaching-methods shall we use?

I should like to affirm, at the outset, what I consider to be the fundamental importance of the language teacher. This is one point on which I think we should all be adamant. Other subjects can perhaps be mastered independently or taught by records, radio, television or correspondence. These media have their uses in language instruction too, but the catalytic function of the teacher can never be usurped. The teacher is the only indispensable prerequisite to language teaching and, ultimately,

the only way to improve the teaching of French is by the continued improvement of teaching standards — the training of language teachers and their systematic refurbishment.

Indeed, the language teacher, like the musician, the artist or the ballet dancer, is in a very special category since, unlike other teachers, he cannot, in his subject, sharply differentiate form from content and technique from expression. His art is a function of his whole personality, a discipline in the truest sense of the word, and not an isolated phenomenon in a more or less standard repertoire. The language teacher too must start his training at an early age. He must also constantly revise and perfect, or he very soon loses whatever facility he had.

Personally, I do not believe that we will automatically produce good teachers or good students by the implementation of any one method of instruction. Just as there are different theories of voice production or piano technique, so in language teaching we are bound to have proponents of the grammatical method, the Berlitz and Cleveland plans, the Tan-Gau method, the direct method and the eclectic or complete method. Within the framework of course outlines and aims, teachers should be free to experiment with method.

Of course, there are authentic psychological principles of learning which apply in all language classes, regardless of method; and proper conditions for instruction must be constantly and tenaciously pursued by language teachers individually and collectively. Language instruction is certainly better motivated in the proper atmosphere, and each language teacher ought to have exclusive use of his own classroom where charts, maps, posters and realia of all sorts are kept. And incidentally, displays should be changed very frequently. Nothing could be less attractive or less inspiring than the dusty pictures or the ancient fly-specked posters one finds curling brittlely from the walls of some language classrooms!

Other well-established principles affect the size of classes and time-tabling. In general, we must seek smaller units and frequent, but not unduly long, periods of instruction. Thirty students is the absolute maximum for language classes and 25 is infinitely preferable. At least five thirty to forty minute periods a week are needed, and six, which I understand many Ontario secondary schools now provide, is perhaps as many as any of us could hope for.

This raises the vexatious question of teacher load. Language instruction cannot be effective if the teacher is over-tired or distraught from uninterrupted repetition of the same material to different groups. On the other hand, it is no doubt unrealistic for language teachers to seek preferential treatment. Their only salvation lies in the norms established for all teachers and in the sympathetic collaboration of their immediate superiors.

Given the requisite desirable learning conditions, the effectiveness of any teaching method should be judged by the results produced. I know that we are not likely to get agreement on how to test students, either, but again surely there are some common basic principles. Examinations must include oral, as well as written, tests. We must keep our standards as high as possible.

The uniform oral dictation used in Ontario since 1952 is an accepted

part of the testing procedures here, which teachers in the western provinces have fought for in vain. The proposed extension of this test to include questions in French based on a suitable passage would be a logical evolution and improvement of the test, which would undoubtedly contribute toward further raising the standard of oral French in the High Schools, while maintaining uniformity. (1) I do not feel, and I know that some of my colleagues do not feel, that any system of individual oral examinations could maintain uniformity either of material or examining conditions. As a further refinement, perhaps the best suggestion made so far is that the tape-recorder be used to have students record a passage or even answer recorded questions orally for transcription. There would be some practical problems in connection with administering such an examination, but they would not be insurmountable. The ultimate cost would not likely exceed that of providing touring examiners and all the tests could be evaluated at leisure by a single committee with uniform standards as a part of the regular formal examination. One great advantage is that recorded tests could be reappraised in marginal or scholarship cases. Moreover, if desired, samples could be kept for comparison from year to year. (2)

While we are talking about examinations, I must mention the introduction of multiple choice questions in the Grade XIII examinations. I understand that for the present, a maximum of 30% of the French paper can be devoted to this type of question, and that for this year, at any rate, these questions will be marked by the regular examiners. Another year, however, this routine job may be done by clerks or even I.B.M. machines.

This type of question is potentially very dangerous, and this method of examining will do nothing toward improving the teaching of French. I am not saying that the questions cannot be skilfully devised to test a wide range of grammatical points, but by their very fragmentation, they merely accelerate a deplorable tendency away from the logical development of abstract thinking, which ought to be the constant aim of all higher education. As language teachers, we are well aware of memory levels — the ability to guess at words in context, to recognize them with certainty, and to use them spontaneously as an integral part of our working vocabulary either oral or written. Multiple choice questions test only the two lowest of these levels.

Electronic marking has been used in the western provinces for almost 10 years and the original conservative maxima for such types of questions have, in some cases, been extended to as much as 70%. This relieves the burden on markers but it completely changes the emphasis from creative to selective responses and the results have produced chaos in French. I only mention this as a word of warning concerning a temptation that is a very real danger to academic standards in French.

I should like to stress another feature of examinations which seems most important to me. I wonder if all of you realize how very fortunate you are in this province to have such close liaison between the universities and the secondary schools. The certification of teachers and the setting and marking of examinations in collaboration with university departments,

1. The Canadian Modern Language Review, Vol. XVI, No. 2, p.s.

2. Vol. XV, No. 1, p. 18.

is a very precious guarantee of continuing high standards and harmonious relations.

The 1958 report on certification of the O.S.S.T.F. sums this up succinctly: "The search for a reliable measure of standards forces one eventually to the conclusion that the major Ontario universities keep this trust for us; their standards are the most consistent and dependable that we have."

The contrast with other provinces is very startling. In British Columbia, Alberta and Saskatchewan, for example, the university has nothing to do with setting or marking examinations in French. This is done entirely by secondary school teachers, under the supervision of the Department of Education. The curriculum is also under the control of the Department of Education, although there is nominal representation from the university, and, as you probably know, as recently as 1953 the prescription in French in one province was reduced to only 2 years in high school with some optional oral courses at the Junior High School level. The result has been a growing and critical hiatus between what students have actually learned in high school and what the university expects them to have learned. As far as French is concerned, I can tell you that the universities in Alberta and Saskatchewan now assume that students are starting from scratch in French and they review elementary work right from the start. The only other alternative they have is to set their own entrance examinations. This, in state supported institutions theoretically articulated with the school system, they have not dared to do.

But, you say, this could never happen in Ontario. Under the present system, no. As long as the universities are in large measure responsible for setting Grade XIII examinations, the system is impartial. The universities, of necessity, must keep in close touch with what is going on in the High Schools and they would therefore be embarrassed to refuse students who meet the stated requirements where there is no restriction in enrolment.

When I arrived in Toronto, I was naturally very impressed with the quality of your High School language graduates as compared with those in Alberta, and I know that the general feeling in the French department of the university here is that entering students are getting better all the time. This is a trend which should continue and it is one which augurs well for the supply of future teachers of French. The more French a student has had in school, the better a prospective teacher he is likely to be. And the earlier he starts French, the better his French is likely to be.

I hope that you will agree with this last statement, even though we are not all likely to agree about the manifold implications concerning the teaching of French in the Elementary Schools. The arguments pro and con have been sanely summarized by Dr. David Hayne in the latest issue of the "Canadian Modern Language Review". (3) I do not propose to debate these arguments here, but let me say that there is no doubt in my own mind that we would produce better High School graduates if students could begin the study of foreign languages in the Elementary Schools. Moreover, I do not think that such a program should be restricted to

3. Vol. XVI, No. 3, p. 18.

bright students and would enthusiastically support the opinion expressed by Dr. Earl J. McGrath, former United States Commissioner of Education, that "unless a student shows a marked lack of aptitude in the study of a foreign language he ought to gain at least an elementary knowledge of one language other than his own as a part of his general studies".

The movement to introduce foreign languages into the Elementary School is burgeoning rapidly. Over 60 school boards in Ontario are now offering oral French in the Elementary Schools and in North York alone there are 86 classes of Grade VIII oral French. The reports of the recent royal commissions on education in Alberta and Manitoba have recommended the implementation of similar programs and the Chant Commission in British Columbia is likely to follow suit. The enthusiastic support of this movement must not be dissipated by ineffectual results. What is most urgently needed at the moment is a blueprint for the logical sequence of language teaching throughout the schools. The rôle of oral French is never going to be very significant if each new year marks a new beginning. To return to the music metaphor I used a little while ago, the language pupil must learn all the major and minor scales and not be restricted to the dull whiteness of the key of C-Major which employs exclusively classroom vocabulary. Too many oral classes conducted by well meaning, but casual, amateurs deteriorate into the monotony of: *Ouvrez la fenêtre, Allez au tableau noir, Est-ce que le livre est rouge? Non, le livre n'est pas rouge*, and so forth.

Oral French which is not of the maximum saturation variety to be found in a French environment must be based on scientific principles of some sort — frequency counts, or official vocabulary lists issued by the French Government for use in colonial schools or other authentic word lists based on accepted oral centres of interest. In the artificial atmosphere of the classroom, conversational patterns should not be improvised on the spur of the moment by the desperate instructor who cannot remember from one class to the next just what he has covered or not covered. This is the place where records and the tape recorder are most valuable. Patiently ready to repeat over and over again the same carefully devised materials, they can be used by pupils with the minimum of teacher supervision without the danger of the development of bad speech habits. Moreover, they provide a variety of voices and, in the proper language laboratory, many other advantages, such as: a more personal experience; pupils believe the master voice is talking to them alone; headsets cut out other sounds; pupils do not hear their neighbours repeating; attention is much better, for each person is doing his own work. Most important of all, each syllable is clearly heard. It is amazing how much is not heard at all in the average classroom. In the study of a foreign language, where each child is struggling to speak correctly, he certainly should have the opportunity to hear correctly and entirely what he is striving to repeat.

I know that I am again touching on a controversial topic, though perhaps some of you who have reservations about applying the techniques of science to an art have been intrigued by the possibilities suggested in the demonstration Mr. Lafratta gave earlier today. I should like to mention especially Bulletin No. 16 put out just a year ago by the United States Department of Education which is a very valuable reference guide on all

aspects of foreign languages in the schools and, in particular, on the language laboratory. It is edited by Marjorie C. Johnston and is called "Modern Foreign Languages in the High School".

The language laboratory is only the latest in a series of audio-visual aids which the resourceful French teacher will use to improve his teaching. French newspapers or youth magazines add interest to classes. I am sure I do not need to draw your attention to "Les Nouvelles françaises", Toronto's French-language paper, which is rapidly extending its coverage and its circulation, and which provides a special subscription rate for French student groups. There are various French radio programs and, more recently, television programs. Last fall the University of Toronto presented a 10-week series "Live and Learn French" which is now being shown from Ottawa. Some of you have probably seen the CBC afternoon program, "Chez Hélène", designed for younger listeners, and most of you, I daresay, have watched Professor Jean-Paul Vinay Saturday evenings at 6.00. Since early in April, Toronto and Ottawa have been joined to the bilingual FM network which offers programs in the evenings on week days, and from noon on Saturdays and Sundays. This is a very restricted service and I must say that in the matter of French radio outlets, I see one of the few real advantages the western provinces have over Ontario. Alberta, Saskatchewan and Manitoba all have private French radio stations, which are on all day and which carry the best French network programs.

I am sure I do not need to point out to you the advantages of regular showings of short French films in your schools. You no doubt know of the service provided by the French Embassy in Ottawa where films are available without charge, except for shipping costs. Various other embassies and consulates also have French language films available under the same conditions — the obvious ones like Switzerland and Belgium, but also some others you might not suspect: Australia, the United Kingdom, the United States. "Air France" also has some magnificent color films and, of course, the National Film Board distributes documentaries in French and in English. Their latest innovation which all of you may not be aware of is films with a double sound track — one in English and one in French. In order to show these films, projectors require a special attachment which costs about \$40, but the results are very interesting and the sound track can be switched at will from one language to the other.

Most of us do not make as much use as we might of native speakers. In general, the French nationals I have met are only too delighted to visit an occasional class. By carefully choosing the individual and planning with him a period of conversation or a talk on a specific subject, one can stimulate students immensely.

I have not mentioned one obviously important adjunct of any modern language classroom and that is, of course, the library. Never should we allow the gadgetry of language teaching to obfuscate one of our basic aims — the unlocking of that narrow door which opens the treasure-house of French literature. The French teacher's most difficult problem is to maintain a proper balance between the various sides of language teaching.

This brings us back to the question of the teacher — the single most important audio-visual aid in the classroom. The more the teacher im-

proves himself, the better his teaching will be and anything he does for his students, he does ultimately for himself too.

I admire the O.S.S.T.F. certification report of 1958 in the recognition it gives to specialist categories, but I cannot help feeling that the teaching of French, in particular, would be improved if there were a continuing incentive to improve qualifications. I know that the Committee has expressed the view that no special additional recognition should be given to individuals possessing unusual rare talents, musical, artistic, technical, physical, linguistic and so forth. At the same time, there needs to be some form of monetary recognition for extra work done by language teachers and others, if you like, to an indeterminate maximum.

At the present time, as I understand it, only two degrees are recognized as far as most certificates are concerned. At the risk of expressing an opinion in a field where I am not fully informed, I would say that this limit should be extended. I think, moreover, that some added encouragement should be given teachers to attend summer school sessions or to study in France or Quebec. The Department of Education offers annually four \$2000 scholarships for teachers who wish to study abroad, but so far as I know, there is no extensive program of summer school scholarships.

I think we would all agree that it is erroneous to assume that an Honours graduate with the requisite teacher training is necessarily fluent in French, or that if he is so at graduation, he still will be five years later. Language teachers must be immersed in a French environment at frequent intervals. The only solution I can see, in spite of the stand of the O.S.S.T.F. certification committee, is a certificate of proficiency in Oral French renewable, say, every five years. If this certificate were awarded by a special committee set up by the certification authorities, and if as a prerequisite to presenting oneself for examination or renewal, candidates were required to spend a summer in France or in an approved French summer school in Canada or the United States, we would have an excellent means of guaranteeing continuing high standards. Manitoba and New Brunswick offer certificates of proficiency in oral French and Nova Scotia three years ago instituted a four year summer program for specialist certification in French. I do not see why such supplementary certification could not be an adjunct to the present system in Ontario at "any" level or for all categories of teachers.

The latest issue of the "Canadian Modern Language Review" contains many advertisements for summer schools in French — Middlebury, The University of Montreal, Laval, McGill, Mount Allison, Banff, and Trois Pistoles now specializing in the methodology of French for the elementary schools). To these should be added the oral French school to be operated in August at the French islands of St. Pierre and Miquelon by the Department of Extension of the University of Toronto. This school will have the unique advantage of being on French soil, even though it will not be necessary to cross the Atlantic to get there.

Suggestions have been made by the vigilant editor of the "Canadian Modern Language Review", by Prof. Sanouillet in "Les Nouvelles françaises" and others that the program of teacher scholarships should be extended. It has even been proposed that future teachers of French be re-

quired to spend an undergraduate year in France or Quebec, subsidized by the provincial government and the cultural services of the French embassy.

This is perhaps setting our sights unrealistically high at the moment, but it is a laudable aim and there is no reason why, for a start, students should not be strongly encouraged to spend an academic year at a French-speaking university. The Canada Council's assistance could be increased in imitation of the Fulbright program, and we are reliably informed that the French cultural services would be very interested in undertaking discussions concerning tuition and scholarship aid they might grant. For a start, it would obviously be impossible to undertake such a program for all prospective French teachers, but by taking up the slack and constantly urging improved standards, who knows what might not ultimately be achieved?

For teachers in the field, there is also the possibility of an exchange year abroad or in Quebec. In the United States in the current academic year, over 600 language teachers are participating in an exchange program, teaching English in the country they are visiting while their counterparts instruct in their own language in the United States. Such exchanges are almost non-existent in Canada, where practical expedients seem to have made us over-cautious.

In Great Britain, a courageous program of exchanges at the "assistant" level has been recently implemented. This is described by Inspector Steinhauer in the Grade IX survey for 1957-58. (4) Such a program might be the answer to the double problem of teacher training and teacher exchange. Everyone stands to benefit from such an arrangement — the individuals involved, other languages teachers in participating schools, students and the communities concerned. I am told that the Department of Education is not unsympathetic to such a project and one would hope that a scheme of this kind would involve exchanges with Quebec as well as France.

Some of you may feel that many of these latter suggestions about improving the teaching of French are mainly the concern of the Department of Education, and that their effect on the individual teacher is only marginal. Personally, I would feel that any possible development affecting the teaching of French in this province is the concern of every single language teacher. The body of opinion of an informed group, jealous of their professional integrity and insistent on unswerving pursuit of clear-cut, though evolving, aims can work miracles, within the group, on the public and in its influence on administrative authorities.

Thus far, we have been gazing forward and upward. To conclude, I would just like to look backward and downward for a moment. I know that the group in this room represents the very best in language teaching, an élite (without any intention of flattering you) which could scarcely be duplicated in any other English-speaking province in Canada.

At the same time, here in Ontario, there is another group of teachers in smaller towns and High Schools, indeterminate in number, who are teaching French without any additional study beyond their own often inadequate high school background. I say inadequate because they were

4. This is a mimeographed document distributed by the Department of Education.

probably taught in the same kind of schools themselves. These are the teachers who have a pass B.A. that did not include any courses in French. There may even be some without a complete degree or with an Honours B.A. in another field, who are obliged to teach some French as a part of a heterogeneous program.

At any rate, there is nothing specific in the regulations to prohibit the teaching of French under such circumstances. The same situation, to be sure, exists in some other provinces, but not in all. It may be that there are few individuals teaching French in Ontario without the minimum of instruction, but the point is this: it should be forbidden for such people to teach a foreign language at all. It would be far better to have itinerant teachers as in certain other special fields, like music and art. We are never going to improve the teaching of French until we raise the lowest levels as well as the top ones. And the wider the gap between the two, the more difficult it is to improve overall standards.

In teaching any foreign language, details of time table and curriculum are important. The physical conditions of teaching are not irrelevant and audio-visual aids can be tremendously significant. Ultimately, however, all these factors cohere in the teacher. The language teacher must be aware of the implications of everything connected with his art. The perfecting of that art must be stimulated from within and encouraged from without. The language teacher may be no better than his fellows in other fields, but he is a very different kind of teacher. This, we must constantly re-iterate.

And you, unlike Adam in the Garden of Eden, can profit from the downfall of others. From the experience of your likes elsewhere, just be sure that genial innovations are not temptations of the devil. I am not suggesting that you should be satisfied with the "status quo", the reasonable approach, the expedient, but just be sure that no retrograde steps are taken, whatever exigency is pleaded. And above all, translate theory into action, action into results, and the ever-threatening vicious circle will become an ascending spiral carrying with it those two counterbalanced weights — the teaching of French and the teacher of French.

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PAUL BOURGET AND THE CONCEPT OF MORAL RESPONSIBILITY

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The year 1889 is a memorable one for the student of Paul Bourget's thought because it marks a definite change in the author's attitude. In the novels which date after 1889, he continues to study the problems offered by society, although not with the same apparent detachment as before. A change of view is noticeable, and we find the moralist emerging above the observer and the psychologist.

The capital work which opens the new militant period in Bourget's development is "Le disciple". From a purely literary point of view, the novel is important because it represents one of the many blows inflicted against fading Naturalism and emphasizes the spiritual element as against the material in man's nature. Between 1880 and 1890, the attacks directed against Zola and his School of writers increased in intensity. In a series of articles published in the "Revue des deux mondes" and collected later in "Le roman naturaliste" (1883), Brunetière wielded a pitiless campaign against Naturalism. In 1887, the same critic proclaimed "la banqueroute du naturalisme". The same year saw the appearance of the "Manifeste des Cinq", directed against "La terre" of Zola, by some young disciples of the master. In 1886, Melchior de Vogüé published his all important "Roman russe". In this work, which was also directed against French Naturalism, de Vogüé extolls the virtues of Russian fiction, from Pushkin to Tolstoi. Like Brunetière, he held that the Russian novelists possessed a greater feeling for morality and for human compassion than the French authors.

Paul Bourget, from his earliest novels, arrayed himself against the Naturalistic formula, in the sense that he was essentially concerned with the states of soul of his characters. Yet, his novels, like those of Zola, were indirectly the outcome of Taine's philosophy. He had practised therein a sort of "naturalisme psychologique", which was based on determinism, but which reserved, a large place to the consideration of the sentiment of pity and to the needs of the heart. It is not until 1889, with his novel, "Le disciple", that "il lance une vive attaque contre la doctrine de Taine, pris à partie comme le représentant le plus fort de l'esprit du siècle". And he affirms "les droits de la morale et de la tradition contre la science." 1)

The new intentions of the author are confirmed from the very first pages of the novel. The epoch-making preface of "Le disciple" is at once a sermon and a manifesto. It is addressed to the youth of France, who are called upon to cultivate two great virtues, — the power of loving and the power of willing — and to beware of the hypercritical spirit. Herein Bourget confronts his young friends with two youths, who serve as typical examples of what could result from a positivistic and dilettantistic education. He refers to the first as "un barbare civilisé", who, "cynique et

1. Pierre Martino, "Le naturalisme français" (Paris: A. Colin, 1923), pp. 198-199.

jovial", lives only "pour jouir". He has for a soul, "une machine à calcul au service d'une machine à plaisir." The other youth is characterized as "un épicurien intellectuel et raffiné". This youth believes in nothing except "au jeu amusé de son esprit." The human soul is for him "un mécanisme savant dont le démontage l'intéresse comme un objet d'expérience." 2)

From the philosophical point of view, the year 1889 was also quite important. Many signs manifested themselves to indicate that Science was losing its authority. In 1874, Emile Boutroux had weakened the philosophical basis of Naturalism with his "Contingences des lois de la nature". In this very important work, Boutroux proclaimed the contingency of certain phenomena which do not fall under the jurisdiction of natural laws. Although Renan had published his "Avenir de la science", which constituted his profession of the scientific faith, these "pensées de 1848" had lost most of their vigor. In 1889, Henri Bergson, then thirty-six years of age, published his important doctoral thesis entitled: "Essai sur les données immédiates de la conscience". In his dissertation, Bergson was already seeking the depths of the inner life and the foundations of liberty. He held that a whole realm of ideas and of things existed which were beyond the reach of science. Such was the literary and philosophical situation in France in 1889, when Bourget's "Le disciple" appeared for the public's consideration.

The technique employed by Bourget in the novel is identical to that of his earlier works. "Le disciple" contains a double psychological analysis: the analysis of Adrien Sixte, the positivistic philosopher, by Bourget and the analysis of Robert Greslou, the disciple, by himself. Since both the master and the disciple are professional psychologists, the technique utilized by Bourget in the book is quite legitimate. Bourget has used the analytical method and, in so doing, he has realized the paradox of writing a deterministic novel in order to combat determinism.

While the plot in "Le disciple" is only a slight one, the principal interest centers around the question of the moral responsibility of the master for his disciple's acts. Bourget says in the preface of "Le disciple" that the young men of the time will search in literary works for the answers to the questions which are troubling them. In the intention of the author, all interest should concentrate itself on the question raised by the drama — namely, that of the moral responsibility of the writer. No man of letters, however insignificant he may be, but should tremble at his responsibility. In essence, "Le disciple" is the study of one of these responsibilities.

Bourget affirme la responsabilité, à l'égard de l'individu et de la société, du penseur, de l'écrivain, de quiconque professe, enseigne, agit. Il soutient que toute oeuvre d'art est action, que le philosophe, l'écrivain, l'artiste n'ont pas le droit de se désintéresser de ce qu'ils mettent en circulation et que par là, délient une influence bienfaisante ou néfaste. 3)

The idea of moral responsibility has always preoccupied Bourget. It is manifest in almost all of the early works of the author. He first believed

2. Paul Bourget, "Le disciple" (Paris: Librairie Plon, 1935), pp. 11-12.

3. Gaetan Bernoville, "Paul Bourget" (Paris: Denoel et Steele, 1936), p. 22.

literature to be a dangerous preparation for life. Soon, however, Bourget realized that literature was an important social force. He proclaimed in his "Essais" that the moral life of one generation is found in germ in the writings of the literary representatives of the preceding generation. The writer exerts "sans le savoir et par la seule vertu de son talent . . . une irrésistible, une constante propagande d'idées et de sentiments." 4) Prior to his "Essais", Bourget had written for ten years without success. In 1880, he made a survey of the situation and discovered that his inability to achieve anything significant in the world of letters was due to the fact that he was under the influence of other writers to such an extent that he could not find his own talent. This difficulty was not peculiar to him, for by experience and observation, he realized that the sensibilities of most of his contemporaries had also been formed by the same books. The contemporary authors who had affected him thus must have, unbeknown to him, answered the needs of his thought and heart. By studying the writers who had so influenced the youth of his time, he would discover his entire period with its passions, joys and griefs. His purpose in his two series of essays was to outline the moral portrait of his generation, through the literary influences exerted upon it. One of the essential elements of the "Vie Morale" is the literature of the time, for as the author says: "Il n'est aucun de nous qui, descendu au fond de sa conscience, ne reconnaisse qu'il n'aurait pas été tout à fait le même s'il n'avait pas lu tel ou tel ouvrage: poème, ou roman, morceau d'histoire ou de philosophie." 5) A necessary corollary to the importance that Bourget attaches to literature, is the notion that the writers who exert this influence, are held responsible for the consequences which may result.

In almost all of his early novels, Bourget takes great pains to indicate the part which books play in his main characters' moral formation. In "Une crime d'amour", Armand de Querne confesses to be a victim of literature: "La vie de collègue et la littérature moderne m'ont souillé la pensée avant que j'eusse vécu. Cette même littérature m'a détaché de la religion à quinze ans." 6) It will be partially through literature that the main protagonist will become a heartless libertine and a perverse character. He is disillusioned, skeptical and pessimistic at that age when most men are just beginning to live. His skepticism makes the giving of himself in complete love impossible, and he is therefore doomed never to know real love. He kills all possibility of delight by skeptical analysis and comparison. Past disillusionments always lead him to believe that the future holds only similar experiences. Yet, he continues his gallant adventures.

In "Mensonges", René Vincy, the young poet and playwright, does not escape this danger. Balzac dominates his thought. Like Bourget himself, Vincy adopts Balzac's habits of getting up before dawn in order to work and of fighting against sleep by consuming large quantities of black coffee. "Enivré par la lecture des romans de Balzac, cette "Iliade" dangereuse des plébéiens pauvres", he strolls in the Faubourg Saint-Germain,

4. Paul Bourget, "Essais de psychologie contemporaine (Paris: Plon, 1883), I, XXVIII.

5. "Ibid., I, XIV

6. Paul Bourget, "Un crime d'amour, (Paris: Alphonse Lemerre, 1886), p. 57.

evoking "derrière les hautes fenêtres le profil d'une duchesse de Langeais ou de Maufrigneuse."7) Finally when René attempts to commit suicide, the Abbé Taconet inveighs against the disastrous influence that literature has exerted on his nephew. When Claude Larcher, René's friend, tries to justify René's amorous experience by invoking the romantic notion that, if a writer wishes to know truth, he must inject himself with "tous les vices de l'âme humaine", the priest vigorously opposes this position and raises the question of the tragic and moral responsibility of the writer. The Abbé Taconet finds in René's attempted suicide the influence exerted by Goethe's "Werther" and Alfred de Musset's "Rolla". He holds the two authors responsible for his nephew's nearly fatal act:

Savez-vous que c'est une chose effrayante de penser que Goethe est mort, que Musset est mort, et que leur œuvre peut encore mettre une arme à la main d'un enfant qui souffre? . . . Non! les maladies de l'âme veulent qu'on ne les touche que pour les soulager, et cette espèce de dilettantisme de la misère humaine, sans pitié, sans bien-faisance, que je connais bien, me fait horreur . . . Croyez-vous que dans le coup de pistolet que vient de se tirer René il n'y ait pas un peu de l'influence de ces deux apologies du suicide? 8)

In his "Lettre autobiographique", Bourget explains the important role that literature has played in his own intellectual, sentimental, religious and moral formation. As a young student, Bourget had read and devoured the writings of the Romantic authors, in which they expressed their ego and gave vent to their inner personal feelings and emotions. Romanticism, which was the result of a long period of preparation, brought to literature a new intensity and a revolution in the realm of sentiment and feeling. As a result, a new world, troubled but delightful, opened up for young Bourget. The reading of the Romantic writers by a fourteen year old youth, who though intellectually sharp was, nevertheless, morally and emotionally immature, was to have important repercussions on his future literary, spiritual and moral formation. They instilled in him a singular predilection for sentimental experiences and exaggerated interest, especially in his early novels, in love outside the pale of law and social conventions. The Romantic readings also contributed to develop his already excessive imagination. Bourget analyzed later, the pernicious effects of these literary frequentations:

. . . la précocité de désenchantement qu'elles risquaient de nous donner et dans le déséquilibre intérieur qui devait en résulter . . . Pour ma part, et dominé que j'étais par cette imagination qui sans doute me rendait les analyses des maîtres trop vivantes, je commençais d'entrer dans un état de désarroi intérieur aussi insupportable qu'indéfinissable. Ma personnalité véritable sembla s'évanouir pour moi et se disperser dans celle des auteurs que je m'étais assimilés si voracement. 9)

Up to the age of fifteen, Paul Bourget had been quite religious and he had found satisfaction in the practice of his Catholicism. However,

7. Paul Bourget, "Mensonges", (Paris: Librairie Arthème Fayard, 1887), p. 78.

8. "Mensonges", p. 312.

9. Paul Bourget, "Lettre autobiographique", (Paris: Librairie Bloud et Gay, 1936), pp. 194-195.

under the influence of his Romantic readings, which presented sin in an alluring light, the seeds of doubt were planted in him and, as a result, they undermined his religious faith.

"Le disciple", follows the same pattern. It represents a special and more detailed example of this "intoxication littéraire". Bourget manifested a remarkable courage in his overt proclamation of an author's moral responsibility to his readers. In raising this question, Bourget was putting on trial all the philosophical concepts which were popular at the time. The question which immediately confronts the reader of "Le discipline" is the following: Was Bourget thinking especially of Taine when he created the character of Adrien Sixte? The philosopher of the novel is a complex being who was not modeled after any one particular individual. Rather, Adrien Sixte is the composite of several persons. Bourget borrowed Sixte's physical appearance as well as his intellectual passion for study from François Magy, the author of "*La raison et l'âme, principes de spiritualisme*" (1877). The habits and mode of living of the philosopher recall, in many details, Spinoza's life. Adrien's apartment was none other than the one which Bourget himself had occupied on the Rue Guy-de-la-Brosse. The ideas which Bourget had incorporated into Sixte's philosophy, while including certain theories of Ribot and Richet, were predominantly those of Taine. Adrien Sixte might aptly be referred to as the intellectual portrait of Hippolyte Taine.

The vain and egotistical Robert Greslou demonstrated, by his vicious crime, all the pernicious possibilities which the precepts of Sixte's philosophy contained. When carried to an extreme or when poorly understood, they could prove to be very dangerous. Robert Greslou, of a naturally vicious temperament, had found in Sixte's doctrines a justification for the development of his worst instincts. Is Adrien Sixte responsible for his pupil's crime? The answer according to Bourget is yes, because he had taught Robert a philosophic system which was not based on the idea of God, and leaves man at the mercy of his own passions. "Adrien Sixte, s'inclinant devant les prétendus progrès de la Science, a réduit à néant les vieilles religions, les vieilles morales, dont les contraintes cernaient la vie, et il livre l'homme à la direction sacrée de ses instincts, racine de tous ses droits." 10)

Behind the confession which the bewildered and remorseful Greslou sends to Sixte after the seduction, the betrayal of Charlotte, and her suicide, the philosopher hears the pathetic voice of his pupil forever proclaiming that he had lived passionately and completely with and on the master's thoughts. In the sad plight in which he now finds himself, the pupil seeks in the doctrines of his teacher an answer to his dilemma, as well as a confirmation and direction for his actions. It is then that Sixte becomes more and more troubled. His discipline's diary brings him face to face with the frightful vision of "sa pensée agissante et corruptrice." He was fully convinced that he had written a useful work and that he had arrived at truth. However, living in his world of abstractions, Sixte had failed to lift his doctrine from the realm of sheer hypothesis and to subject it to the acid test of reality and life. Suddenly, he is made aware of

10. Jean Calvet, "*Le renouveau catholique dans la littérature contemporaine*", (Paris: F. Lancre, 1927), p. 96.

the fact that his work has served no other purpose than to warp and pervert a human being. "Il mesurait, avec une précision affreuse, l'impuissance de sa psychologie, si savante fût-elle, à manier ce mécanisme étrange qu'est une âme humaine."¹¹) Indeed, more important than that:

Lui, le négateur de toute liberté; lui le fataliste, qui décomposait la vertu et le vice . . . Il souffrait d'une souffrance en contradiction avec toutes ses doctrines; il était comme son disciple, il avait des remords, il se sentait responsable. 12)

When "Le disciple" appeared in 1889, there was unbounded astonishment among the public. The book revealed not only an intimate acquaintance with the philosophy in favor at the time, but an uncommon power to stand apart from it, judge it and condemn it. It was a novelty when Bourget, who previously had sided more or less explicitly with science, suddenly was seen to side against it and achieve one of his greatest successes with an open denunciation of it. The publication of "Le disciple", by an author who up to now had passed as a fervent disciple of positivism, created a great deal of controversy. While one might find fault with some of the minor points of construction and characterization in "Le disciple", yet its main thesis of the moral responsibility of the writers and its implied condemnation of positivism and determinism justify the judgment of Brunetière. The critic raises many questions: Do not the poet, the playwright, the novelist, the philosopher, and even the scientist, consider themselves the custodians of souls? Can the truths which they proclaim, so often erroneous and prejudiced, be placed on so high a plane as to disregard the scandal which they cause or the consequences which they produce? These men write, so they say, only for themselves or for some chosen readers, but in space and time, if their doctrines once cast out into the world, dwell and develop there, finally forming disciples among this obscure crowd, won't these masters be held, and rightly so, both guilty and responsible? Will these men be permitted to plead the innocence of their intentions? Will they be allowed to say that they were misunderstood and that their lessons and doctrines were not to be put into practice? Such were the questions proposed in "Le disciple" by Paul Bourget, says Brunetière, and he approves of Bourget's work considering it a good book as well as a good deed. He therefore approves of Bourget's thesis.

After speaking of morality as being the basis of man's social life, Brunetière holds that all doctrines that put into doubt this very basic principle are false and that their gravity is proportionate to the evil they reflect on society. Therefore, Brunetière demonstrates that there are limits to the writer's freedom of thought and that the writer's ideas must be based on sound morals. Any doctrine which tends to question the principles on which society and the well being of mankind rest, must be reprobated. 13)

It is to this thesis, which puts the rights of ethics and of good social order above those of freedom of thought, that Anatole France objected. In his two articles in "Le temps" (June 23 and July 7, 1889), he defended the imprescriptible right to freedom of thought. It is his contention that

11. "Le disciple", p. 234.

12. "Ibid", pp. 229-230.

13. Ferdinand Brunetière, "A propos du Disciple", "Revue des deux mondes", pér. 3, XCIV (1889), 214-215.

the writer should have freedom of expression as regards his every philosophical principle. He holds that whoever believes himself to be in possession of the truth should be able to express it, for the simple reason that freedom of thought is superior to all other rights. This theory is of course inadmissible because it supposes truth to be relative and denies its uniqueness and absoluteness.

In a letter written by Taine to Bourget, dated September 29, 1889, he speaks of the sad effect which the reading of "Le disciple" produced on him. The author of "L'intelligence" then states: "discrédit de la morale, ou discredit de la science, voilà les deux impressions totales que laisse le livre".¹⁴) This opinion is followed by a strong criticism of Adrien Sixte, who, according to Taine, is not a true representative of a philosopher. He believes that Sixte enjoys too high a prestige and authority in the novel. Taine accuses Sixte of not experimenting with his philosophic doctrine, of not having lived in direct contact with reality and of not having traveled. He says that the philosopher of the novel was not well informed about the events of his time and, consequently, he was completely lacking in critical sense. However, Taine fully realized that the great success of Bourget's work marked the end of his era, for he says:

Je ne conclus qu'une chose, c'est que le goût a changé, que ma génération est finie, et je me renforce dans mon trou de Savoie. Peut-être la voie que vous prenez, votre idée de l'Inconnaissable, d'un au-delà, d'un noumène, vous conduira-t-elle vers un port mystique, vers une forme du Christianisme. ¹⁵)

The great master was correct, because from this point on, Bourget denounces perversities and disorders of human nature and attempts to find a remedy for them.

14. Taine's letter published in F. Jean-Desthieux, "Paul Bourget" (Paris: Editions du carnet-critique, 1922), p. 26.

15. "Ibid", p. 29.

ELEMENTS OF HOMER AND THE BIBLE IN SCHILLER'S 'WILHELM TELL'

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Critics of the works of Schiller have long recognized the origins and prevalent sources of "Wilhelm Tell": Goethe, the Chronicles, and the Homeric epics. When Goethe visited Switzerland in 1797, he formed the idea of writing an epic poem, with Tell as the hero, and to that end made studies of the scenery, collected historical data, and for two or three years carried the plan with him. Finally he decided to give it up, but feeling that the subject was better adapted to dramatic representation than epic narration he gave his material over to Schiller.

Schiller turned to the project with intensity. His preparation for it is evident in his study of the historical backgrounds of Switzerland. In 1801 Schiller read Johannes von Müller's History of Switzerland. (1) On March 16, 1802, in a letter to Cotta, his publisher, Schiller relates that he had been studying Tschudi's "Chronikon Helveticum". (2) In the next year, on August 18, 1803, writing to Humboldt Schiller claims that it is especially the "Volksmässigkeit" of the material which attracts him. (3) From Goedecke (4) we learn that Schiller made notes for his "Wilhelm Tell" from such sources as Johannes Müller, Tschudi (5), Scheuchzer (6), and Fäsi (7).

The influence of the Homeric epics on "Wilhelm Tell" has been recognized by both internal and external evidence. Not only is there the similarity of structure and purpose of lines: for example,

" . . . ihr seid
Mein Gast zu Schwyz, ich in Luzern der eure."
(*"W.T."* I, ii: 188-189)

is compared to:

"Also bin ich nunmehr dein Gastfreund mitten in Argos,
Du in Lykia mir, wann einst ihr Volk ich besuche";
(*"Ilias"*, VI, 224f.) (8)

1. Cf. The letter of Caroline Schlegel to her husband, Feb. 27, 1799.
2. *Schillers Briefe*, (Stuttgart, Leipzig, Berlin, Wien) n.d.
3. *Briefwechsel zwischen Schiller und Wilhelm von Humboldt*, ed. Albert Leitzman, (Stuttgart 1900)
4. Goedecke, *Schillers sämtliche Schriften*, Historisch-kritische Ausgabe (Stuttgart 1876), XIV.
5. *The Chronikon Helveticum* of Agidius Tschudi, who died in 1572 was published in 2 volumes by Iselin, (Basel 1734-1736).
6. I. Scheuchzer, *Helvetiae historia naturalis, oder die Naturhistorie Des Schweizerlandes*, (1752).
7. Fäsi, *Staats-und Erdbeschreibungen der Helvetischen Eidgenossenschaft*.
8. Düntzer, Heinrich, *Erläuterungen zu den deutschen Klassikern*, (Leipzig 1897) III, 9f.

but Schiller mentions this passage as one which impressed him. (9)

Even in the case of disagreement of the source of a particular passage in "Tell", the alternatives come, however, from the epic pen of Homer.

Gertrude's description of her riches:

"Voll sind die Scheunen und der Rinder Schaaren;
Der glatten Pferde wohlgenährte Zucht."

("W.T." I, ii: 203-204)

is compared by Düntzer to:

"Die Zucht breitstirniger Rinder"

("Odyssee", XX, 212)

but by Peppmüller to:

"Reich an Lebensgut; er besass viel Waizengefelde;
Auch viel Gärten umher, von Baum und Rebe beschattet,
Auch Schafherden genug".

("Ilias", XIV, 121 ff.)

Another possible source may be suggested — this one a passage from the Bible which also alludes to the full garner and the abundance of cattle:

"Dass unsere Kammern voll seien und herausgeben können,
Einen Vorrat nach dem andern:
Dass unsere Schafe tragen tausend und zehn tausend auf unsern
Triften; dass unsere Ochsen viel erarbeiten;"

("Psalm" 144: 13, 14)

Similarly, for the passage in which Melchthal laments his father's misfortune:

"Denn alles hat der Landvogt ihm geraubt;
Nichts hat er ihm gelassen als den Stab,
Um nackt und blind von Thür zu Thür zu wandern."

("W.T." I, iv, 606-608)

Düntzer finds a literary ancestry in:

"Vielleicht drängten den bejahrten Vater des Achill
umliegende Völker, und niemand ist ihm Jammer und Weh zu
entfernen".

("Ilias", XXIV, 448f.)

It might also call to mind the picture of the Patriarch Jacob, the wanderer with the staff:

"Denn ich hatte nichts mehr als diesen Stab,
Da ich über den Jordan ging".

("1 Mose" 32:11)

9. Schillers *Philosophische Schriften und Gedichte*, (Leipzig, 1922) 336 f.

"Dasselbe ist mir auch mit dem Homer begegnet, den ich in einer noch späteren Periode kennen lernte. Ich erinnere mich jetzt der merkwürdigen Stelle im sechsten Buch der Ilias, wo Glaukus und Diomed im Gefecht aufeinanderstossen, und nach dem sie sich als Gastfreunde erkennen, einander Geschenke geben".

10. Cf. Peppmüller, R., *Zu den Quellen des Schillerschen Wilhelm Tell*, in *Gosches Archiv* I, 461 f. II, 544 f.

How close was Schiller to the Bible? Düntzer quotes from Böttinger that "Schiller soll selbst behauptet haben, die vertraute Bekanntschaft, die er in seiner Jugend mit Luthers Bibelübersetzung gemacht, habe ihm nicht allein für die Sprache, sondern auch für die Charakterzeichnung der mit den alten Hebräern ungefähr auf gleicher Bildungsstufe stehenden Schweizer unberechenbare Vortheile geboten". Though, these, the same tests of internal and external evidence that demonstrated Schiller's quarrying of the Greek epics may be applied to his use of Biblical literature, Düntzer nevertheless comments on Böttinger's observation: "eine Ausserung, auf die selbst dann wenig zu geben wäre, wenn sie Schiller einmal gethan haben sollte". (11) But even Düntzer admits elsewhere that the possible influence of the Bible exists, though to a degree of much less importance than the epics: "Aus der einfachen homerischen Sprache hat der Dichter sich manches angeeignet, weniger aus der biblischen Rede." (12)

We may better understand Düntzer's position when it is stated that while verbal parallels between passages of "Tell" and of the Bible may be found (and will be displayed below), the pervasive biblical influence is in the "motif", and this is more difficult to discover. Schiller's task in "Wilhelm Tell" was to portray the struggle of a naïve, primitive people to preserve its independence, not to portray the already settled high society of "Maria Stuart" and "Wallenstein". And among the Greeks Schiller found no helpful picture of naïveté: "Wenn man sich der Schönen Natur erinnert, welche die alten Griechen umgab, wenn man nachdenkt, wie vertraut dieses Volk unter einem glücklichen Himmel mit der freien Natur leben konnte, . . . da muss die Bemerkung befremden, dass man so wenige Spuren von dem sentimentalischen Interesse, mit welchen wir Neueren an Naturszenen und an Naturcharakteren hängen können, bei demselben antrifft. Der Grieche ist zwar im höchsten Grade genau, treu umständlich in Beschreibung derselben, aber doch gerade nicht mehr und mit keinem vorzüglicheren Herzensanteil als er ihn auch in Beschreibungen eines Anzuges, eines Schildes, einer Rüstung eines Hausgerätes oder irgend eines mechanischen Produktes ist . . . Die Natur scheint mehr seinen Verstand und seine Wissbegierde als sein moralisches Gefühl zu interessieren". (13)

For the society of the primitive shepherd Schiller turned to the Bible. In it, he found a singular theme that was analogous to his imaginative conception of what the Helvetian chronicles described: a nomadic family led by shepherd leaders Abraham and his grandson Jacob and the greatest leader of the Old Testament, Moses. Herein Schiller found prototypes for the Swiss people and for Wilhelm Tell their leader.

Goethe conceived his Tell as a sort of "Demos" and portrayed him as "Einen kolossalen kräftigen Lastträger, die rohen Tierfelle und sonstigen Waaren durchs Gebirg herüber und hinüber zu tragen beschäftigt." (14) Even though Schiller was inspired by Goethe he did not see his Tell as such a character. Tschudi, one of Schiller's important historical source

11. Düntzer, *ibid.*: p. 44.

12. Düntzer, *ibid.*: p. 9.

13. Schiller's *philosophische Schriften und Gedichte*, ed. Eugen Kühneman, (Leipzig, 1922) 330 f.

14. *Tag und Jahreshefte*, 1804.

conceives Tell as "ein redlicher, braver Mann von Uri . . . ein guter Armbrustschütze, dass man ihn kaum besser fand. It is this latter portrait which appeals to Schiller and which is much closer to a description of Moses, the shepherd. And, though Tell admits:

"Zum Hirten hat Natur mich nicht gebildet."

("W.T." III, i: 1487)

a major image of selfdescription is the "protector of sheep":

"Der Tell holt ein verlornes Lamm vom Abgrund
Und sollte seinen Freunden sich entziehen?"

("W.T." I, iv: 440)

One of the most interesting parallels is the description of Nebuchadnezzar's attempt to subjugate the Hebrews by psychological torture and Gessler's attempt to conquer the Swiss by the same method. The Persian tyrant decreed:

"Der König Nebuchadnezzar liess ein gülden Bild machen, sechzig Ellen hoch und sechs Ellen breit, und liess es setzen ins Tal Dura . . . Und der Herold rief überlaut: Dass lasst euch gesagt sein, ihr Völker, Leute und Zungen! Wenn ihr hören werdet den Schall der Posaunen . . . so sollt ihr niederfallen und anbeten, das der König Nebuchadnezzar hat setzen lassen. Wer aber alsdann nicht niederfällt und anbetet soll von Stund an in den glühenden Ofen geworden werden".

("Daniel" 3: 1, 4, 6)

Similarly, in "Tell" we find the seemingly senseless order of Gessler:

"Ihr sehet diesen Hut, Männer von Uri!
Aufrichten wird man ihn auf hoher Säule.
Mitten in Altdorf an dem höchsten Ort,
Und dieses ist des Langvogts Will' und Meinung:
Dem Hut soll gleiche Ehre wie ihn selbst geschehn,
Man soll ihm mit gebognem Knie und mit
Entblösstem Haupt verehren . . . Verfallen ist
Mit seinem Leib und Gut
Dem Könige wer das Gebot verachtet".

("W.T." I, iii: 392-401)

Both of these decrees are based on the premise that once a person prostrates himself in deed he will also prostrate himself in thought. It is very significant for the survival of the Hebrews, a small nation in the face of so many powerful oppressors, that the Hebrews according to their law are not permitted to bow down in worship before any inanimate object or even before any human being.

In the play the priest Rösselman appears carrying the Host and when he steps with it in front of the hat the people kneel before the Host not before the hat. To Düntzer, this incident is inexplicable: "Die Demonstration, die Schiller hier Rösselman machen lässt, ist doch gar zu unwürdig". (15) In the light of the biblical parallel, however, it becomes quite clear and meaningful. To the Hebrews and to the Swiss freedom and faith are demonstrated by symbolic action, and for each there could be only one

15. Düntzer, *ibid*: 241.

symbol worthy of the act of worship. To bow the suppliant knee to a lower symbol is to accept conquest and idolatry; this they would not do. The incident of Rösselman now emerges as an ingenious invention of Schiller to portray at once the faith of the Swiss and to save them from the vengeance of Gessler.

For the relationships of Tell to two figures in the drama, Gessler and Baumgarten, Schiller seems to have gone to the Book of Samuel.

The account of the first meeting between Tell and Gessler can not be found in any of the Chronicles. It is Schiller's own innovation. In the notes that Schiller made before writing "Tell" we find: "Gessler hat schon etwas gegen den Tell eh' die Geschichte mit dem Hut kommt, und sucht eine Ursach, an ihn zu kommen. Tell hat als Schütze etwas gethan, was den Landvogt heftig reizt, und was er doch nicht strafen kann. Tell konnte auch unter den Abgesandten gewesen sein, die man an den Kaiser schickt, um den Langvogt zu verklagen". (16)

Thus we see that Schiller is searching for an incident between Tell and Gessler which would explain why Gessler hates Tell before the episode with the hat. Schiller thinks of many possibilities but finally decides that Tell should meet Gessler alone in a place where he has a chance to kill him, but instead spares his life. Now, in the book of Samuel, David spares the life of his archenemy Saul, when he meets him alone in a cave and cuts off a piece of Saul's garment to prove that he could have killed him:

"Siehe heutigestags sehen deine Augen, dass dich der Herr heute hat in meine Hand gegeben in der Höhle . . . aber es ward dein verschonet denn ich sprach: Ich will meine Hand nicht an meinen Herrn legen."
("1 Samuel" 24:11, 12)

The book of Samuel is apparently the source also of Tell's sentiments when he decides to save Baumgarten:

"Doch besser ist's, ihr fallt in Gottes Hand,
Als in der Menschen".
("W.T." I, i: 157-158)

In similar terms, David said to Gad:

"aber lass uns in die Hand des Herrn fallen, denn seine Barmherzigkeit ist gross; ich will nicht in der Menschen Hand fallen."
("2 Samuel" 24:14)

It is even possible that a seeming flaw in the character of Schiller's hero becomes less unacceptable when compared with an incident in the life of the great hero, Moses.

Börne, one of the most famous critics of Schiller maintains that it is not fitting for a hero to hide behind a bush and kill. "Ich begreife nicht wie man diese That je sittlich, je schön finden konnte. Tell versteckt sich und tötet ohne Gefahr seinen Feind, der sich ohne Gefahr glaubte." (17) Schiller presents Tell's deed in a matter of fact way. Tell does what he has to do without apologies for the manner in which he does it, in the same way in which Moses kills an Egyptian, when he sees the former beating a Hebrew.

16. Düntzer, *ibid*: 109.

17. Börne, Ludwig, *Gesammelte Schriften*, (Milwaukee, Wisc. 1858) II, 131.

"Und er wandte sich hin und her und da er sah, dass kein Mensch da war, erschlug er den Agypter and scharrte ihn in den Sand."

("2 Mose" 2:12)

If we are aware of these parallelisms we are not astonished, as Düntzer is when he reports: "Fast unglaublich ist, was Böttinger berichtet, Johannes von Müller habe auf die Verwunderung, wie jemand, der die Schweiz nicht gesehen, so treffend ihre Natur, Sitten und Sprache habe darstellen können, die Bemerkung gemacht: Wer nur an sich mit göttlichen Gaben ausgerüstet ist und dann in Luthers Bibelübersetzung die patriarchalische Geschichte und die Bücher Samuels eifrig studiert, . . . kann wohl ohne weitere Offenbarung dies so treffen." (18)

Further parallels exist that show Scriptural influence upon incidents and images in "Wilhelm Tell". Indeed, we may even trace them from the earliest to the later books of Scripture. The Book of Genesis yielded the image of the rainbow and the humanistic advocacy by a leader for even the wicked.

Schiller devotes a long scene to the meeting on the Rütli, in which the three cantons make a treaty. The Rütli is a perfect place for such a meeting. In the background is seen the sea over which a "lunar rainbow" glows. This description of the rainbow is generally attributed to Scheuchzer who describes such a rainbow: "Ein anderes merkwürdiges Beispiel, ja ein Exempel ohne Exempel, ist den 31. Oktober 1705 von den Einwohnern des Lands Schweiz gegen Unterwalden über den Vierwaldstättersee gesehen worden, nemlich ein herrlich schöner, mit allen erforderlichen Farben ausgezierter Regenbogen, und zwar, welches bisher in keinen Historien gefunden, über den vornehmsten, Iridem primarium, noch ein anderer, secundaria, wiewohl der nicht die völlige Rundung hatte, wie der erste, auch gar bleich von Farbe gewesen." (19)

Critics assume that Schiller took the idea of the Rainbow from Scheuchzer, since it is not found in Tschudi; It seems to me, that the fact that Schiller makes such a rainbow appear at the moment when a treaty is being formed recalls vividly God's treaty with the descendants of Noah:

"Meinen Bogen hab ich gesetzt in die Wolken: der soll das Zeichen sein des Bundes zwischen mir und der Erde".

("1 Mose" 9:14)

Later in the fourth act, in which a storm is described that in its fury almost equals the flood in Noah's time; the Fisherman takes up the age old problem of the punishment of the righteous together with the wicked. He sees Gessler's boat being tossed about by the waves and realizes that not only Gessler but Tell might perish in the sea. He pleads with God saying:

"Musst du um einen Schuldigen zu treffen,
Das Schiff mitsamt dem Steuermann verderben!"

("W.T." IV, i: 2184-2185)

18. Düntzer, *ibid*: 45 f.

19. Düntzer, *ibid* 201 f.

The Patriarch Abraham argued with God in a similar fashion when he heard of the impending destruction of the wicked city of Sodom:

"Willst du denn den Gerechten mit dem Gottlosen umbringen?"
("I Mose" 18:23)

Perhaps what intrigued Schiller most was the Book of Exodus. In this book, a group of tribes becomes a people and a leader becomes a national hero. Hero, as we have seen, Schiller found his analogy for the drama of the emergence of the Swiss and of Wilhelm Tell. He found also in Exodus the parallel of the obnoxious subservience of human beings. The inhumanity of the governor in making the people of Uri build a prison brings to mind the cruelty of the Pharaohs of Egypt at the time of Moses, who tried to subjugate the Hebrews and kill a great number of Israelites with hard labor by forcing them to build two cities for Pharaoh:

"Und man setze Fronvögte über sie, die sie mit schweren Diensten bedrücken sollten; denn man bauete dem Pharao die Städte Pithon und Raemeses".

("2 Mose" 1:11)

The condition was preluded by similar means: During the course of the Rütli meeting Stauffacher relates how the Swiss came to leave their land of origin:

"Es war ein grosses Volk, hinten im Lande
nach Mitternacht, das litt von schwerer Teuerung".
("W.T." II, ii: 1167)

Again an allusion to a condition prevailing in Egypt and Canaan:

"Es war aber kein Brot in allen Landen; denn die Teuerung war sehr schwer, dass das Land Agypten und Kanaan verschmachteten vor der Teuerung."

("I Mose" 47:13)

An other interesting parallel is found in the similarity between the attack on the fortress Rossberg and the plan which Joshua made in attacking the fortified city Jericho. Melchthal hopes to climb the fortress with the help of a girl who cares for him.

"Den Rossberg übernehm ich zu ersteigen,
Denn eine Dirn' des Schlosses ist mir hold,
Und leicht bethör ich sie, zum nächtlichen
Besuch die schwanke Leiter mir zu reichen;
Bin ich droben erst zieh ich die Freunde nach."
("W.T." II, ii: 1413-1417)

In similar fashion the spies of Joshua convinced a woman whose name was Rahab to let down a rope for Joshua's spies.

"Da liess sie dieselben am Seil durch's Fenster hernieder;

20. The sounding of the horn is also indicated from a remark by the young Melchthal, when he hears that his father is blind:

"Blinder, alter Vater!
Du kannst den Tag der Freiheit nicht mehr schauen;
Du sollst ihn hören".
("W.T. I, iv: 744-746)

denn ihr Haus war an der Stadtmauer, und sie wohnte auch auf der Mauer".

A part of Joshua's plan included also the blowing of a trumpet so that the walls of the city would come down. This we find in Tschudi who says that when all the men have gathered in the fortress, one man on the outside should blow a trumpet. The same use of the trumpetsignal was made by Schiller:

"Und wenn die andern glücklich sich des Thors
Ermächtigt, so wird ein Horn geblasen,"

("W.T." II, ii: 1409-1410)

The end of the tyrants is foretold by Melchthal in a way which can be compared to the words the prophet Daniel used in foreshadowing the impending doom of the tyrant Belshazzar. Melchthal says:

"Die Tage ihrer Herrschaft sind gezählt."

("W.T." IV, ii: 2409)

Daniel proclaims:

"Gott hat dein Königreich gezählt und vollendet."

("Daniel", 5:26)

The description of the wonderful landscape in Unterwalden with which the play opens:

"Es lächelt der See, er ladet zum Bade,
Der Knabe schlief ein am grünen Gestade,"

("W.T." I, i: 1, 2)

brings the peace which we find in Psalm 23:2

"Er weidet mich auf einer grünen Aue,
Und führet mich zum frischen Wasser,"

The description of the shepherd who is going to return:

"Wen der Kuckuck ruft, wenn erwachen die Lieder
Wenn mit Blumen die Erde sich leidet neu,
Wenn die Brunnlein fließen im lieblichen Mai"

("W.T." I, i: 18-21)

by imagery and tone and verse-structure calls to mind King Solomon's allegorical lovesong which speaks of the rejuvenation of the earth each spring:

"Der Regen ist weg und dahin, die Blumen sind hervorgekommen im Lande, der Lenz ist herbeigekommen, und die Turteltaube lässt sich hören im Lande:"

("Das Hohelied Salomons" 2:12)

We find very little of the New Testament in Schiller's "Wilhelm Tell". It seems to me that Schiller's position in this respect is made clear in a letter to Goethe; on the 14th day of April 1797. "Mir ist die Bibel nur wahr, wo sie naiv ist; in allem andern, was mit einem eigentlichen Bewusstsein geschrieben ist, fürchte ich einen Zweck und einen späteren Ursprung". (21)

21. *Schillers Sämtliche Werke*, (München und Leipzig,) XIII, 321 f.

I would like to thank Dr. Dan Vogel, Acting Dean of Sc, YU, for his valuable suggestions in the composition of this article.

The allusions which we find to the New Testament are however clear-cut, in some instances almost verbatim. When Stauffacher talks about the horror of war to his wife he says:

"O Weib! ein furchtbar wütend Schrecknis ist Der Krieg;
die Herde schlägt er und den Hirten."

("W.T." I, ii: 314-315)

this we find in Matthew 26:31 (quoted from Sach. 13:7)

"Ich werde den Hirten schlagen und die Schafe der Herde werden sich zerstreuen".

At the Rütlimeting Walther Fürst admonishes the people:

"Dem Kaiser bleibe, was des Kaisers ist."

("W.T." II, ii: 1357)

"So gebet dem Kaiser, was des Kaisers ist."

("Matthäus" 22:21)

In the most dramatic moment when Gessler forces Tell to shoot the apple from his son's head, Gessler alludes to the fact that he is aware that it was Tell who had rowed Baumgarten to the other shore:

"Jetzt Retter, hilf dir selbst; du retttest alle".

("W.T." III, iii: 1990)

"Er hat andern geholfen; er helfe ihm selber."

("Lukas" 23:35)

And we find a reference to the Lord's Prayer in Baumgarten's words to Tell:

"So helf euch Gott wie ihr euch mein erbarmet".

("W.T." I, i: 111)

"Und vergieb uns unsere Schulden, wie wir unsern Schuldigern vergeben"

("Matthäus" 6:12)

In view of the closeness and frequency of allusion in "Wilhelm Tell" to the Bible, we ought not to deny Schiller's claim that he was influenced by that Book of Books. Much in the drama is illumined when this source is taken into account. In portraying a primitive society, it was the Bible, primarily the Old Testament, which influenced Schiller. It is basically the primary processes and emotions of the Old Testament, accepted as a matter of fact and presented in the straightforward biblical style which aids in the better understanding of "Wilhelm Tell".

Hermann Kessler

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IN 78 LÄNDERN ALLER KONTINENTE

DEUTSCH FÜR AUSLANDER ermöglicht einen Unterricht nach der direkten Methode für Schüler aller Nationen. Mit Hilfe von Schautafeln gelingt es dem Lehrer schon in der ersten Stunde, eine einwandfreie Verständigungsbasis in deutscher Sprache zu schaffen. Der Lernende versteht jedes Wort und kann am Unterricht aktiv teilnehmen.

Diese Verständigungsbasis wird durch eine systematische Progression des ersten Wortschatzes und der grammatischen Grundbegriffe geschickt erweitert. Dabei hilft ein System der 20 deutschen Bestimmungsfragen, alle grammatischen Grundregeln auf natürliche Weise einzuführen und zu üben.

Jede Frage erschliesst das Verständnis für ein bestimmtes Kapitel der deutschen Sprachlehre und führt durch die zwangsläufig gleichartigen Antworten zu Sprachgewohnheiten. Sie entwickeln schon frühzeitig ein echtes Sprachgefühl, das besser als die entmutigende Vielfalt grammatischer Gesetze zum selbständigen Sprachgebrauch führt.

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A MODERN LANGUAGE LABORATORY AT SUDBURY HIGH SCHOOL

The above title seems rather pretentious for the modest installation that we now have in the Modern Language Department of the Sudbury High School. About four years ago, I began to make use of the school tape recorder with our special Grade 11 and 12 classes. These classes, two in Grade 11 and two in Grade 12, are those in which the students take both French and Spanish. As they are not allowed to take Spanish unless they are good in French and Latin, we are able to give them an enriched French course. Their classes are conducted entirely in French, and once a week they have a special French Conversation class in which we do all the things you would like to do with your class if you had time! So it was with these classes that I began my first experiments. I had prepared a mimeographed sheet containing one passage for Grade 11 and another for Grade 12, which covered all the sounds in French. During the fall term, while the class was in progress, individual students would go into our Modern Language Library, which is beside my classroom, and record this passage on tape, leaving enough space at the end to re-record the same thing later. After this was finished, I listened to the recording, and on the mimeographed sheet underlined all the mistakes made, and pointed out the sounds that should be especially practised. These sheets were given back to the students, who had some weeks to work on their mistakes. When I gave them back, I took a couple of periods to go over with them a Pronunciation Review Outline which I had given them. Then in the late winter, they listened to their original recording and then reread the passage on the space they had left for it. Then we listened to the two recordings. It was amazing the progress that had been made in some cases.

After two years of this, I tried a new plan with these grades. Using the Department of Education Pronunciation Record, I have been having them record on tape the speaker's voice from the record, and then their own voice repeating what he says. When I have listened and corrected the mistakes, I will return the corrections to the students. I have been hampered this year by the fact that it has not been easy to get the tape recorder as it is being used so extensively in the Grade X work, which I shall describe in a moment. Next year I hope to have another tape recorder, and will be able to spend more time on the Grade 11 and 12 work. But I am inclined to favour my first method over the second.

About a year ago now, with the encouragement of our principal Mr. J. Costigan, I asked the board for \$300 to begin a Modern Language Laboratory. I wrote to the Universities and to a number of addresses in the United States, which I shall list at the end of the article. But I got the most help from Mr. Mike Lafratta of Thistle-town Collegiate, who had already set up a small Laboratory. After corresponding with him, and visiting his school, I was able for our \$300, and a little bit more, to set up a modest Listening Laboratory in one of our classrooms. I shall not go into detail on the equipment, as we used Mr. Lafratta's information. If you will send him a stamped self-addressed envelope, he will send you a

mimeographed list of the material required. His address is: Thistletown C.I., 20 Fordwich Cres., Rexdale, Ont. We got a Webcor Tape Recorder (an excellent machine) for a bargain, \$150. Like Mr. Lafratta, we have 8 jacks mounted parallel under the window sill in the classroom, and 3 more in the Modern Language Library next door. At the suggestion of our Science teacher, we had two channels made, with two outlets at each jack. This means that we can have two things playing at the same time, for example, the tape recorder, and the record player. One mistake that we made ~~was~~ not to put in the transformer which had been recommended. We soon found out that we got a terrific amount of static which was eliminated when the transformer was installed. We also had to have something done to the machine to eliminate static caused by the T.V. station which transferred to the tape when we were recording. Due to the fact that we have no one on our caretaking staff who can look after the equipment, we have to bring in outside people every time anything goes wrong, and this has meant a lot of wasted time this year. However, the bugs seem to be pretty well ironed out now, and I am hoping that all will go smoothly next year.

Now, how does the set-up work? We decided, on the advice of Mr. Lafratta, to try it out in the Grade 10 course. There is more time there than in the higher grades, and it gives them something a bit different and interesting to do in their second year. We have prepared for each of the lessons in Grade 10 French, based on 'Le Français Vivant', the following: a short dictée, a little anecdote taken from another text, and five questions based on the anecdote, or general information. Each recording takes about 10 minutes to play. The material has been read by three teachers, none of whom teaches any of the Grade 10 classes, and one of whom is French speaking. The students have also had a tape recording for each examination which they have listened to as a class. For the regular work, the class is divided into three or four groups, and after the lesson has been studied, each day, one group goes to the row of chairs nearest the window, listens in to the recording with a set of earphones, which he plugs into one of the jacks, and writes the dictée and answers the questions. In the meantime the rest of the class is going on with seat work. When all the groups have done the recording and the teacher has corrected the papers, the recording is played back to the whole class and they check their work. The theory behind this arrangement, that is, having them listen over earphones rather than having the whole class listen to a tape, is that they concentrate better when listening through the ear-phones. It is also supposed to save some time. I do not feel that we can yet judge of the efficacy of the program because of the fact that we have had so much mechanical trouble this year but I feel that it will be another year before we can really tell.

Next year I hope to have a really good record player to use so that we can feed records into the channels if we wish to do so. We have been using a little portable one to play dictation records, popular songs, etc., but it has no jack to connect it with the system. As I have already mentioned, we are going to get a second tape recorder so that we will be able to use one for Grade 10 and another for Grade 11 and 12 work without having to change tapes all the time.

Other than the uses I have already mentioned, we use the tape recorder to play the Department of Education broadcasts which our office

staff has taped for a number of years. We now have quite a library of these which we use in our special French Conversation classes. We also have Bi-lingual members of our staff do dictées from our Grade 12 authors and give them to students for their examinations, thus giving them valuable practice for Grade 13 work.

One thing that we had made was a cabinet large enough to hold the recorder and a record player, above, and underneath, record albums, ear-phones, microphones, etc. This cabinet is on castors, which makes it easy to move from room to room for giving dictations.

This coming year we shall have on our staff a young man who has had some experience with this type of work at university, and we are hoping that he will take charge of the program and really develop it.

This, is of course, an extremely modest set-up. In the Universities and in the United States, there are many fine laboratories, which, cost a great deal more than most of us will ever be able to afford. Anyone wishing more information regarding tapes, records, or Laboratory set-ups, is advised to write to the following:

Electronic Teaching Laboratory: 1818 M Street,

North West Washington, 6, D.C.

Records: Goldsmith's Music Shop Inc.,

401 W. 42nd St., N.Y. 36.

Records and Tapes: Wible Language Institute,

Hamilton Law Building, Allentown, Penna.

Instructional Aids and Sources for Foreign Languages:

Peter F. Oliva, College of Education, University of Florida,

317 Norman Hall, Gainesville, Fla. - 60 cents.

If I can be of help to anyone, please write me at the school.

Kathleen Russell.

FOREIGN EXCHANGE

Directed by Morgan Kenney,
Hill Park S.S., Hamilton

Efficiency Means

Less Deficiency

After Mr. Duplantie had given a demonstration of the Tan-Gau method of teaching modern languages (which, by the way, seemed to be the Direct Method pure and simple with a slight twist — and rather unnecessary at that — in the introductory stages, of letting the children answer in English), one of the spectators asked him what type

of vitamin pills he consumed. While such enervating bursts of energy are commendable, cannot as good results be obtained by an efficient routine? Some years ago, Mr. Sparling, who was conducting the Minor Methods Course in Commercial subjects, opened the eyes of those following his courses to the possibilities, by proper organization, of efficiency in teaching — getting the best results with the least disorder.

In their first class in September, Grades XI, XII, and XIII receive a model verb chart including all possible tenses ("passé surcomposé" as well), also a list of verbs with a date attached to each verb. A verb a day is expected in alternate months beginning with September. In our classrooms the desks are arranged in five rows. Every Monday Row 1, immediately upon entering the room, puts on the board, in designated areas, the tenses of the verb for that day. All others begin the verb for the next day. Not more than five or six minutes is spent on this, correction being summary: the English meaning is often demanded of various verb forms.

For alternate months, the pupils are also provided with stencilled lists of expressions and idioms, ten of these to be written daily at the beginning of every lesson. Here are the first ten expressions of Grade XI for October 3, based on Lessons I and II of "Cours Moyen".

- | | |
|---------------------------|-------------------------------|
| 1. He used to grow wheat. | 6. He went to the tailor's. |
| 2. All out at the elbows. | 7. On the other side. |
| 3. This suits me. | 8. A week from Monday. |
| 4. We approach the door. | 9. He needs a book. |
| 5. A marvellous farm. | 10. She will go and see them. |

With as little explanation of corrections as possible, this can be com-



pleted in very short order. The writing and correction of these are arranged as for the verbs.

Whatever else is to be done during that lesson, the teacher and the pupils know what is being done at the beginning of each class, with or without the teacher's presence.

Heaven forbid it to be said that what has just been described is novel, for it has been gleaned in dribs and drops from various teachers; but by adapting such procedures as this to classes, new satisfaction may be attained and new meaning given to the terms, routine and efficiency — two words unfortunately horrifying to many teachers.

Nick Nicholas, Agincourt

Repetition

"Forgetting is a physiological necessity... Forgetting begins at the very moment when we turn our attention away from one impression or thought to another. The older impression falls to a lower degree of awareness, is no longer made secure by attention, and is suppressed or dislodged by new impressions or ideas... To fall into disuse means to be forgotten. Forgetting and disuse are synonymous... The only effective way to inhibit and prevent the process of forgetting is repetition... 'every process or activity which has once occurred in organized matter... leaves behind it a disposition or after-effect as a result of which the same activity, on being repeated, is accomplished more easily and with a lesser expenditure of energy? (Neumann)... The greater the number of repetitions, the more permanent and accurate is retention... Repetition, however, becomes less and less effective, except as guided by a firm will to improve... Repetitions should be distributed as widely as the course permits... Reviewing is not only just as important as the first presentation, it is, perhaps, more important because of its more lasting effect. A review plan extending to every phase of the work should be prepared at the beginning of the course."

(Hagboldt, P., *Language Learning*).

Réponse de Normand

—Il faut que je vous arrache cette dent, dit un dentiste à un Normand.

—Eh bien, donnez-moi le gaz, répond le patient, qui se met à compter son argent.

—Vous n'avez pas besoin de payer d'avance, remarque le dentiste.

—Je le sais, réplique l'autre, mais comme vous allez me rendre insensible, je tiens à savoir combien j'ai dans mon porte-monnaie.

Begriffsbestimmungen

"Allah gab ihm die Kraft" heizt: Everyone gave him cheese.

"Mädchen" is neuter gender because all females under eighteen are neuter.

"Er stand wie angewurzelt" heizt: He stood as if turned into a sausage.

REFLEXIVE VERBS

Normally, a verb accompanied by a reflexive pronoun (self) indicates that the subject is both the doer and receiver of the action.

e.g. I wash myself, I hate myself

In German a number of verbs are reflexive although in English they are not.

e.g. sich erkälten	to catch a cold
sich freuen	to be glad

From the above we learn:

1. Reflexive verbs require special attention when learning vocabs.
2. The infinitive of a reflexive verb is preceded by "sich".

Generally, transitive verbs have or may have a direct object, since reflexive verbs are transitive verbs, the too have an object, namely the reflexive pronoun.

e.g. I wash the car	I wash myself
I hate snow	I hate myself

From this we see the need of placing the reflexive pronoun where we normally place the direct object.

1. Since we distinguish in English between: myself, yourself, etc., we can readily understand that also in German the reflexive pronoun must be related to the subject:

ich - mich	I - myself	wir - uns	we - ourselves
du - dich	you - yourself	ihr - euch	you - yourselves
er - sich	he - himself	sie - sich	they - themselves

sich waschen: to wash oneself, get washed

ich wasche mich	wir waschen uns
du wäschst dich	ihr wascht euch
er wäscht sich	sie waschen sich

It is very important that we watch such agreement of subject and reflexive pronoun also in the Imperative.

(du-form) Wasche dich!

(ihr-form) Wascht euch!

Wash yourself! Get washed!

(Sie-form) Waschen Sie sich!

2. Where the action of a reflexive verb is limited by an object in the clause the dative form of the personal pronoun is used in some cases. This is called the "Dative of Interest".

ich - mir!	wir - uns!
du - dir!	ihr - euch!
er - sich	sie - sich

e.g. Ich wasche **mir** die Hände.

Du wäschst **dir** die Hände.

Wasche **dir** die Hände!

I wash my hands

You are washing your hands.

Wash your hands!

3. When two or more agents act upon **each other** or in conjunction with **one another** the Reciprocal Pronoun is translated by:

einander: each other, one another

This pronoun is often compounded with a preposition.

e.g. miteinander, füreinander

Sie sehen **einander** jeden Tag.

Sie spielen miteinander.

4. The pronoun "self" as in: "myself", "yourself" may be used other than in a reflexive sense to give emphasis to either the subject or object.

e.g. He did it **himself**.

You will have to ask the boss **himself**.

Sometimes the emphasis is expressed by the word "even".

e.g. Even I had forgotten that it was my birthday.

This Emphatic Pronoun is translated by "selbst" or "selber". It is not inflected.

e.g. Ich tat es **selbst** (or: **selber**)

Wir taten es **selbst** (or: **selber**)

SUMMARY

Subject	Reflex. Pro. 1	Reflex. Pr. 2	Reciprocal Pr.	Emphatic Pr.
ich	mich	mir		
du	dich	dir		
er	sich	sich		
sie	sich	sich		
es	sich	sich		
wir	uns	uns	einander	
ihr	euch	euch	einander	selbst or
sie	sich	sich	einander	selber
Sie	sich	sich	einander	

e.g. Ich wasche **mich** jeden Tag.

Ich wasche **mir** die Hände.

Wir sehen **einander** oft.

Ich habe es **selbst** gesehen.

Reflexive and emphatic or reciprocal and emphatic pronouns may appear in the same clause.

e.g. Ich ziehe mich selbst an. I get dressed by myself.

Hunde und Katzen, die natürliche Feinde sind, spielen manchmal mit einander.

Dogs and cats that are natural enemies sometimes play together.

H. von Wittgenstein, Vancouver, B.C.

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Nelson Brooks, Professor of French

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ITEMS OF INTEREST

INAUGURATION DE LA LIBRAIRIE FRANCAISE



M. Sanouillet; Mme Sanouillet; M. Bélanger; M. Roy

Une cinquantaine d'invites de marque se pressaient le 3 mai dernier dans les locaux de la Librairie Française, 98 rue Gerrard West pour célébrer officiellement l'inauguration du premier magasin de ce genre à Toronto. On remarquait la présence de M. Nathan Phillips, Maire de Toronto, de M. Bélanger, représentant M. Douville, Sous-Secrétaire de la Province de Québec, M. Georges A. Roy, Président de Hachette (Canada), M. Arcade Roy, Représentant du Département Etranger Hachette, etc. . . . et des représentants de la presse quotidienne, de la radio et de la télévision canadiennes. Un déjeuner intime réunissait ensuite ces personnalités à l'hôtel Westbury.

HIGHLIGHTS OF THE TUESDAY AND WEDNESDAY SESSIONS OF THE O.M.L.T.A.

The theme of the sessions this year was "Hier, Aujourd'hui, Demain." This theme was developed particularly in Mr. Sniderman's display of text books throughout the years and the President's remarks in which she traced briefly and delightfully the changes in the teaching of Modern Languages from 1861 to 1960.

The Tuesday morning session began with the group meetings. The German Sub-Section was fortunate in having the Consul of the Federal Republic of Germany, Mr. Gottfried von Waldheim, speak to them on "The German Youth

Movement." At the same time, Mr. Jermy Forster of Carleton University spoke to the Spanish sub-section on "Andalucia".

The General Session began with the usual business session, lightened by the President's entertaining and at the same time instructive remarks.

By means of two classes, one of which had never heard a word of French before — these from Forest Hill — and one of his own classes from Oakville, Mr. Raymond Duplantie demonstrated the values of the "Tan-Gau Method". Mr. Duplantie and the "Tan-Gau Method" were introduced by Dr. Robert Gauthier of the Department of Education.

At the luncheon held in "The Gold Room" of the Park Plaza Hotel, Made-moiselle Patricia Poitras delighted the guests with her causerie on "La littérature française comme oeuvre de récitation et de chant". Accompanied by Mrs. Stewart of Leaside, she sang some of the poems of Verlaine and Baudelaire set to music by Debussy and Gabriel Fauré.

Wednesday morning began with a demonstration lesson by Mr. Lafratta of Thistletown Collegiate Institute in which he showed us how he operated his miniature language laboratory while at the same time conducting a review lesson with the rest of the class.

Professor Graham in his address on the subject "Improving the Teaching of French" put forth many ideas which all felt could be pursued much further in the course of the year: "Demain".

Just before the presentation of the new slate of officers for the ensuing year, the incoming president, Mr. Morris Sniderman, paid tribute to the untiring efforts of Dr. George Klinck who has served the O.M.L.T.A. for so many years. At the conclusion of the speech, the retiring president, Prof. Marie Stock, presented Dr. Klinck with the Centennial Award. In recognition of her sympathetic understanding of her husband's problems, Mrs. Klinck was given a bouquet of red carnations.

MADELINE LAKE

O.M.L.T.A. RESOLUTIONS

On Wednesday, April 20, 1960, at the annual meeting of the Ontario Modern Language Teachers' Association, the following resolutions were passed:

1. Resolved, that the O.M.L.T.A. request the Ontario Department of Education to send a letter to all Secondary School principals and Boards of Education, urging them to give financial assistance to those Modern Language Departments wishing to purchase equipment for a classroom language laboratory.
2. Whereas French is now being taught in a number of Elementary and Junior High Schools in the province of Ontario, be it resolved that the O.M.L.T.A. request the Department of Education to authorize the study of French in Grades VII and VIII and to outline a course of study for these grades.
3. Resolved, that the O.M.L.T.A. request the Ontario Department of Education to require all candidates writing the Upper School examination in French to undergo an oral test, administered by examiners appointed by the Ontario Department of Education.

The following recommendation is to be sent in to the Department of Education for the Executive meeting held in Victoria College at 2.15 p.m. on Wednesday, April 20:

The Executive of the O.M.L.T.A. recommends that the Department of Education consider the accrediting of Modern Language Teachers with respect

to their efficiency in the spoken language and that a certificate be issued on the completion of such requirements; that the Department be urged to provide courses for this purpose and recognize those already in existence.

FALL CONFERENCE

Important Notice: The Fall Conference of the O.M.L.T.A. will be held on Saturday, November 5, at the University of Western Ontario in London. For details write to Dr. R. W. Torrens, Department of French, University of Western Ontario, London, Ontario.

ONTARIO MODERN LANGUAGE TEACHERS' ASSOCIATION EXECUTIVE FOR 1960-1961

Past President: Miss Marie Stock, McMaster University, Hamilton, Ontario.
President: Mr. Morris Sniderman, Lorne Park Secondary School, Lorne Park, Ont.

Vice-President: Dr. W. H. Trethewey, Victoria College, University of Toronto.
Secretary-Treasurer: Miss Madeline Lake, East York Collegiate Institute, Toronto, Ont.

Councillors: Reverend R. S. Pazik, C.S.B., Assumption University of Windsor;
Mr. T. J. Casaubon, University of Western Ontario, London, Ontario;
Mr. John Fry, Victoria Park Collegiate Institute, Don Mills, Ontario;
Miss Margaret Baldwin, Stratford Collegiate Institute, Stratford, Ontario;
Professor H. W. Hilborn, Queen's University, Kingston, Ontario;
Mr. W. D. Sproule, Kenner Collegiate Institute, Peterborough, Ontario;
Dr. G. A. Klinck (ex officio), North Toronto Collegiate Institute, Toronto.

The following special committees were appointed by the Executive:

Committee on Ways and Means of Encouraging Outside Reading with a view to preparing the students for the sight work on the June Examinations — Convener: Miss Maude Standing, North Toronto Collegiate Institute.

Committee to Observe Trends in Audio-Visual Education — Convener: Mr. M. Lafratta, Thistleton Collegiate Institute, Etobicoke.

Committee to Study Introduction of French into Grades VII and VIII — Convener: Miss Lottie Hammond, Port Hope High School, Port Hope.

Conveners of Standing Committees:

Membership and Publicity — Convener: Mr. J. Fry, Victoria Park Collegiate Institute, Don Mills, Ont.

Resolutions — Convener: Reverend R. S. Pazik, C.S.B., Assumption University of Windsor.

Programme — Convener: Dr. W. H. Trethewey, Victoria College, University of Toronto.

German Sub-Section — Convener: Dr. Karl Denner, McMaster University, Hamilton, Ontario.

Spanish Sub-Section — Convener: Professor H. W. Hilborn, Queen's University, Kingston, Ontario.

O.M.L.T.A. Members of Upper School Prescriptions Committee — Miss A. L. Gilles, Central, C.I., London; Miss Helen Plewman, Delta S.S., Hamilton; Mr. Morris Sniderman, Lorne Park S.S.

PROSPECTUS FOR 1960-1961

Beginning with the October Number, the "Review" will feature:
BASIC ISSUES IN SECOND-LANGUAGE TEACHING by Leopold Taillon, St. Joseph University, Moncton, N.B.
THE GERMAN YOUTH MOVEMENT by Mr. Gottfried von Waldheim, Consul of the Federal Republic of Germany.
FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS by Lester Beberfall, Pan American College, Texas.
REVIEW MATERIAL FOR U.S. FRENCH AUTHORS.
REVIEW MATERIAL FOR MIDDLE AND UPPER SCHOOL GERMAN.
OBJECTIVE TESTS FOR UPPER SCHOOL FRENCH.
OBJECTIVE TESTS FOR MIDDLE SCHOOL FRENCH COMPOSITION.
HELPFUL HINTS FOR TEACHERS AND PUPILS.

The Editorial Board invites you to submit for possible publication literary articles, articles on teaching methods, helpful hints, review material, objective tests, etc., relating to any Modern Language taught in Canada. Let us help one another to make the "Review" increasingly useful!

The Editor.

LA TELEVISION FRANCAISE A TORONTO

Neuf sociétés avaient demandé au bureau des gouverneurs de la radio et de la télévision canadienne l'autorisation d'ériger un poste de télévision privé à Toronto, capitale de l'Ontario. L'une d'elles, dont le principal actionnaire est le "Telegram", grand quotidien de cette ville, avait inscrit dans son mémoire qu'elle se proposait d'offrir aux Torontois les meilleures émissions françaises créées à Montréal. C'est cette société qui a finalement décroché la précieuse autorisation. Reste à voir, maintenant qu'elle a le permis en sa possession, si elle trouvera des émissions françaises assez bien faites pour ses auditeurs.

— Le Travailleur.

LANGUAGE LABS IN USE IN QUEBEC

For over 10 years the Protestant Schools of the Province of Quebec have been making use of language laboratories to increase the effectiveness of their programme of instruction in Oral French. Mr. Robert Peck, now Supervisor of French in Montreal schools, built the first unit of three semi-soundproof booths for use in Westmount Senior High School. Since then, five of Montreal's six Protestant High Schools have been equipped with six such booths and T700D Revere tape recorders. "After many years of prodding," writes Mr. Peck, "a new 36-position French language laboratory with a four-channel console is to be installed in one of our new high schools to be completed by 1961." Congratulations, Mr. Peck!

ON ETUDIE LE FRANCAIS A LA NOUVELLE-ORLEANS

Grâce à l'assistance de la chaire des langues romanes du collège dominicain de Ste-Marie, les étudiants des écoles élémentaires de la Nouvelle-Orléans étudient le français et l'espagnol.

Soeur Mary-Austin, professeur d'espagnol, est l'auteur de cette initiative qui en est à sa deuxième année. Les professeurs sont des étudiants étrangers inscrits au collège. Une Porto-Ricaine et une Mexicaine enseignent l'espagnol aux écoles Mater-Dolorosa et St-Mathias, tandis que Mlle Guilio Rossotto, de Turin, Italie, enseigne le français aux petits de l'école St-François-d'Assise.

Les cours donnés sont du genre **audio-visuel**, bornés surtout à la conversation quotidienne des enfants. L'importance du vocabulaire y est soulignée. Graduel-

lement la direction du collège espère fournir des professeurs d'espagnol et de français à un grand nombre d'écoles paroissiales de la région.

Evidemment, au dire de certains ecclésiastiques louisianais, il ne pourrait pas s'agir, en l'occurrence, de "renaissance française"!... — *Le Travailleur*.

HONNEUR A M. MARION

Mme Ellen Fairclough, ministre de la Citoyenneté dans le gouvernement canadien, vient de nommer trois nouveaux membres au Conseil de la Bibliothèque nationale du Canada: MM. Séraphin Marion d'Ottawa, John-S. Russell de Winnipeg, Man., et Mme Donald Lidstone de Summerside, I.-P.-E.

Les abonnés du "*Travailleur*" connaissent bien M. Marion, savant collaborateur de notre journal depuis des années. L'élégance de sa plume et la sûreté de son jugement font de lui un des meilleurs critiques littéraires du Canada français. M. Marion a donné des cours de littérature française et de littérature canadienne-française à l'Université d'Ottawa pendant vingt ans. En marge de ces cours, notre éminent confrère a rédigé plusieurs volumes dont les "*Lettres canadiennes d'autrefois*" en plusieurs tomes, qui font autorité. — *Le Travailleur*.

QUEBEC YOUNGSTERS TO LEARN ENGLISH

MONTREAL. — An experimental program to teach English to 1,500 grade five, six and seven French children in Quebec will begin in September, 1961.

The experiment to see if a second language can be taught more easily at an earlier age parallels similar ones in the Toronto area, where public school children are being taught French experimentally.

The Association Canadienne des Educateurs de Langue Française, sponsors of the project under a \$4,000 Imperial Oil Ltd. grant, said they aimed primarily at an understanding of spoken English. Ability to speak and write, they expect, will follow naturally.

The oral method follows a theory by Montreal neurologist Dr. Wilder Penfield that cerebral memory blanks used for learning languages are more receptive before 12 or 14.

Dr. Roland Vinette, association president, said there was growing discontent with traditional methods of language instruction which stress grammar and language structure without teaching everyday working ability with another tongue.

"A better understanding between the English and French elements in Canada is indispensable to the development of our country," Dr. Vinette said. "To achieve this, there must be a relative knowledge of the second language, whether it be French or English." — *Toronto Star*.

TALK IS CHEAP

"Talk is so much easier than writing, its satisfactions are so immediate, that some of the need to write is all too easily lost in it."

(From "*The Writer in Isolation*" by Roderick Haig-Brown in *Canadian Literature*, Vol. No. 1, Summer, 1959.)

DEUTSCHE RADIOSENDUNGEN IN ONTARIO

	ZEIT	SENDER	WELLE	
SONNTAG	2.00— 5.00 p.m.	Toronto	CJRH	1310
	8.30—10.00 p.m.	Kitchener	CKCR	1490
MONTAG (Nachr.)	7.15 p.m.	Kitchener	CKCR	1490
	8.00—10.00 p.m.	Toronto	CHFI-FM	98.1
DIENSTAG (Nachr.)	7.15 p.m.	Kitchener	CKCR	1490
	7.30— 8.30 p.m.	London	CHLO	680
MITTWOCH (Nachr.)	9.00—10.00 p.m.	Toronto	CKFH	1400
	7.15 p.m.	Kitchener	CKCR	1490
DONNERSTAG (Nachr.)	8.00— 8.30 p.m.	Kitchener	CKCR	1490
	9.00—10.00 p.m.	Toronto	CKFH	1400
FREITAG (Nachr.)	7.15 p.m.	Kitchener	CKCR	1490
	8.00— 9.00 p.m.	Kitchener	CKCR	1490
SONNABEND	8.00— 8.30 p.m.	London	CHLO	680
	9.00—10.30 p.m.	Hamilton	CHML	900
	7.15 p.m.	Kitchener	CKCR	1490
	9.30—10.00 p.m.	Hamilton	CHML	900
	7.05— 8.00 p.m.	Tillsonburg	CKOT	1510
	2.00— 5.00 p.m.	Toronto	CJRH	1310
	2.00— 4.30 p.m.	Oakville	CHWO	1250

Oshawa: Samstag und Sonntag von 1.05-2.00 p.m. Welle 1350 (AM).
 Tägl. deutsche Nachrichten um 6.30 p.m.

FOREIGN LANGUAGE STUDY IMPORTANT TO BROADCASTING STUDENTS

A study of foreign languages by aspirants to radio fame is of vital importance, according to Alice Keith, Director of the National Academy of Broadcasting, in Washington, D.C. Miss Keith says that students too frequently feel all they need is a flair for speaking extemporaneously and find themselves out in the cold when they are confronted with an audition script containing foreign musical and geographical terms.

The National Academy of Broadcasting, throughout its course, requires the students to study the pronunciation of Italian, Spanish, French, German, Scandinavian and Russian, and urges students to study at least two languages seriously, if they hope to succeed in the field of radio.

"The earliest announcers", Miss Keith says, "were selected from the ranks of singers because they were familiar with the proper pronunciation of various languages." Radio has made the world so small today that knowledge of languages is of prime importance.

COMPARATIVE FIGURES

The following figures, taken from the latest Report of the Minister of Education from Ontario, provide an interesting comparison of the number of students who wrote the 1959 Upper School examinations in the four Modern Languages* offered in Grade XIII of our Public Secondary Schools:

FRENCH AUTHORS	10,256
FRENCH COMPOSITION	10,239
GERMAN AUTHORS	984

GERMAN COMPOSITION	994
SPANISH AUTHORS	335
SPANISH COMPOSITION	329
ITALIAN AUTHORS	57
ITALIAN COMPOSITION	59

* Russian, which is now taught in four Ontario Secondary Schools, has recently acquired the status of a Matriculation subject.

"HISTOIRE D'UN MERLE BLANC"

NOT INCLUDED IN 1959-60 UPPER SCHOOL COURSE

Be sure to read the amendment to Circular 58, Prescriptions for the Examinations of 1960:

"In the prescribed book Hills and Holbrook: **French Short Stories**, the selection 'Histoire d'un Merle Blanc' is to be omitted for examination purposes. Teachers might advise their pupils to read this story as part of their intensive reading, even though questions upon it will not appear on the examination paper."

ORAL FRENCH SUMMER SCHOOL AT ST. PIERRE

The Department of University Extension, University of Toronto, will conduct an Oral French Summer School from August 1st to August 29th, 1960, on the Island of St. Pierre, a French possession located some twenty miles off Newfoundland's southern coast. St. Pierre presents many advantages to the student wishing to develop and improve his knowledge of spoken French. The islands have scarcely been touched by English influence. The language is French as it is spoken in metropolitan France. The customs and traditions are French, sustained and enriched by continuous exchanges with the mother country. In St. Pierre the student will encounter French environment and civilisation without having to incur the great expense of a Trans-Atlantic voyage. He will be able to savour French life and French cuisine, enjoy beautiful scenery and picturesque sights in an old world setting as yet unspoiled by commercialism and the tourist trade.

The purpose of the Oral French Summer School at St. Pierre is to develop the student's proficiency in spoken French and widen his experience of French life and culture through the daily, natural use of the French language. St. Pierre offers an exceptional opportunity for the student to put into immediate practice what he has just learned in the classroom. In this sense French becomes truly a living language.

The Islands of St. Pierre and Miquelon offer the visitor a wonderful opportunity for a completely relaxing holiday, combining all the attractions of French provincial life with the essential amenities of modern living.

LANGUAGE NIGHT AT THORNHILL HIGH SCHOOL

On Friday evening, May 20, Thornhill H.S. entertained the community with an interesting Language Night. The programme, which was organized by Mr. Turko, Head of the Moderns Department, featured Recitations of Poems and Dialogues in French and German by students of Grades IX to XIII. There were also pleasing musical interludes and folk dances. Prizes were donated by the Volkswagen corporation and by various language clubs. The judges were Prof. McAndrew, formerly Registrar of University College, U. of T., President M. Sniderman, O.M.L.T.A., and two representatives of the Volkswagen corporation. Congratulations, Mr. Turko.

New titles from the

Macmillan French list:

Baker:

LECTURES CHOISIES

An intensive reader for Grade XII. It contains more poetry and dramatic passages than is usually found in a book of this type. Of the 60 selections 21 are poetry (both classical and modern), 10 are dramatic passages, the remainder are prose. It is a volume of exceptionally high standard with an excellent vocabulary.

\$1.35

Allan:

SOUCOUPES VOLANTES!

This 64-page, manilla covered reader is ideal for Grade X. It is illustrated throughout; with questions, exercises and vocabulary.

35c.

Roberts:

LA LIGUE DES CHAMOIS

A 64-page reader for Grade XI. It features a list of idioms and an excellent vocabulary. Manilla covered, illustrated throughout.

60c.

STEINHAUER

texts worthy of your attention!

CONTEURS MODERNES

(with T. J. Casaubon)

Grade XII \$1.50

LES MAITRES CONTEURS

Grades XII-XIII \$1.50

LECTURES CHOISIES

pour les Commencants,

Grade X \$1.50

The above texts are subject to an educational discount of 20% plus shipping charges, and may be ordered from:

THE MACMILLAN COMPANY OF CANADA LIMITED

70 BOND STREET, TORONTO 2, ONT.

TOLERANCES

Acting on the recommendations of the Universities, the Ontario Department of Education has prepared an up-to-the-minute list of "tolérances" — words now accepted by the French Academy. It is hoped that this list will be available for publication in the Fall Number of the "Review".

SUMMER SCHOOL IN N.B.

Under the enthusiastic direction of Brother Léopold Taillon, a Summer School for teachers of Modern Languages (July 4-August 12) has been established at St. Joseph University, Moncton, N.B. Brother Taillon will demonstrate the latest audio-visual method of instruction called "Images de France". Be sure to read his interesting article on "Basic Issues in Second-Language Teaching" which will be featured in the Fall Number.

RIONS UN PEU

Il neige et il vente. Le facteur dit à un de ses amis:

— Et dire que j'ai encore cinquante lettres à distribuer!

— Mets les à la poste, répond l'autre.

Un touriste américain déclare avec admiration à un paysan du Beaujolais:

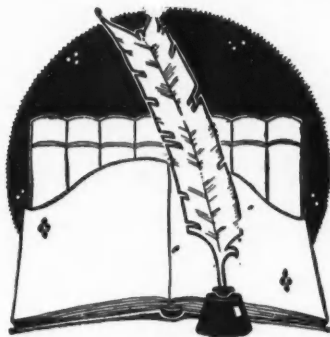
— Je n'aurais pas cru les Français si forts en matière de publicité. Vous êtes encore plus forts que nous: vous avez donné des noms de vin à tous vos villages.

Définition du banquier: un homme qui vous prête de l'argent quand vous avez pu lui fournir la preuve que vous n'en avez pas besoin.

— Les Nouvelles françaises.

BOOK REVIEWS

Directed by Morgan Kenney, Hill Park Secondary School, Hamilton
Ont. or "Woodlands", Old Wat town Road, R.R. 3, Burlington, Ont.



FRENCH

SUR LES ROUTES DE FRANCE (de France, ou bien d'ailleurs!), Colquhoun, G. and Guergady, E.; Longmans, Green, 1959; 137 pages; \$1.10.

SUR LES ROUTES DE FRANCE describes a trip of an English family taking a motor holiday in France. The book is exciting, not in event, but in language, and in the myriad details of everyday French life and of local colour which it reveals.

The reader sits in on the discussion of the Dutton family as it plans its summer holiday. We read the French letters sent by Mr. Dutton to the hotels to make reservations, and to tourist bureaus asking for information. We visit the garage with him as he has the car checked and buys parts to take with him. We cross the Channel and begin to discover with the family how the Frenchman lives and talks about his everyday life.

The language of the text has the flavour of French life — one of the authors is French. At the end of each chapter there are questions and long passages for translation. French-English, English-French vocabularies are provided. Since the car is an important character in the story, there are three labelled drawings of a car and its parts. There are also sixteen pages of beautifully clear photographs showing sights likely to be seen by the Duttons as they travel through France.

The only criticism to be leveled at this book is the possibility that the reader will tire of such a carefully annotated trip. However, this is only a possibility!

M. K.

CONTES A LIRE ET A RACONTER, Dow, N. and Vincent, P.; Ronald Press, 1960; \$3.75.

The editors of this collection provide us with a many-hued portrait of the French short story. It is a composite picture which includes Guy de Maupassant, **En Voyage**, **La Confession**, **Les Prisonniers**; Erckmann-Chatrian, **La Montre du Doyen**; Jacques de Lacretelle, **Une Belle Journée**; Alphonse Daudet, **L'Arlé-**

sienne, **La Mule du Pape**; Prosper Mérimée, **La Vénus d'Ile**; Honoré de Balzac, **Un Episode sous la Terre**; Georges Rodenbach, **L'Ami des Miroirs**; Marcel Aymé, **Le Loup**; Colette, **Le Poète**.

It is the editors' purpose that these stories should serve as material for oral work as well as reading experience, and to this end they include exhaustive questions. "The running questions to be used as the text is read give a controlled guide for conversation and help the student grasp the content of his reading and show comprehension without the monotony and waste of time of excessive translation. They imitate and repeat, and they demand the repetition and imitation of the basic speech patterns and vocabulary of the French text."

"Sujets de causeries", a part of the exercises on each story, include questions of a more comprehensive nature.

Very long "résumés" of the stories in English follow "closely the language patterns and vocabulary of the French text". They are "designed to practice further and to solidify the patterns and vocabulary learned."

This is a well-balanced collection which offers something to challenge the interest of every taste. If this book were a student's only contact with the French short story, he would certainly leave it with a clear idea of the scope of this genre. M. K.

MODERN FRENCH SHORT STORIES, Fanniére, E. Oxford University Press, 91 pages; .95c.

This collection includes seventeen short stories by twelve authors. Alexandre Dumas, **Un âne qui a peur du feu de l'eau**; Hégésippe Moreau, **Les petits souliers**; Hector Malot, **Une peur**; Guy de Maupassant, **La légende du Mont Saint-Michel**; Charles-Louis Philippe, **Jean Morentin**, **L'enfant Têtu**; Anatole France, **Le Jongleur de Notre-Dame**; Jules Renard, **Le petit bohémien**, **Le bain**; Tristan Bernard, **Les médecins spécialistes**, **Qu'est-ce qu'ils peuvent bien nous dire?**; Colette, **Poucette**, **Ricotte**, **Histoires de l'ourse et de la vieille dame polonaise**; Charles Foley, **Les bas jaunes**; Auguste Bailley, **Le mousse Yvonnek**; Georges Lenôtre, **Noël Chouan**.

With the exception of the Dumas and Moreau stories, which run some ten pages, the other stories are very short, ranging from two to seven pages.

The editor has succeeded in achieving a balance of content and style although the brevity of so many of the stories creates an impression of short sparks with little sustained plot. The material is rewarding in the opportunity it offers to study and compare styles and techniques.

The text is completed by brief notes on the authors, a few reference notes and interpretations of different constructions, a list of irregular verbs and a French-English vocabulary. There are no exercises. M. K.

A FRENCH WORD-BOOK, Scott, G.C. and Gurney, D. Oxford University Press, 40c.

"These lists consist chiefly of the 1,500 most frequent words in French according to the Van der Beke Word Count.

The book is divided into three parts. Within these three main divisions the words are subdivided according to parts of speech, and are grouped under appropriate heads according to meaning.

Common phrases and idioms are included, the choice being guided largely

by the Cheydeur French Idiom Count. These lists are intended primarily for recognition purposes and not for the building up of an expression vocabulary. When the time for rapid reading comes, it may be valuable to have some means of enabling pupils to acquire quickly a recognition knowledge of words known to be of high frequency in printed matter." (Foreword)

M. K.

THREE ONE-ACT FRENCH COMEDIES .50c

THREE ONE-ACT FRENCH PLAYS .50c

Blackie's French Plays, Ryerson.

Here are six-act plays that should be seriously considered by any teacher who plans to use this medium as a means of language learning. Because of the simplicity of characterization and setting (especially the three comedies and "Rosalie") these plays are suitable for use with teenagers. They are real pieces of theatre and not contrived situations for use in the classrooms for beginners. The plays included in **Three One-Act French Comedies** are: **Monsieur Tranquille**, Adrian Vély and Leon Miral; **Fatal Zéro**, Maurice Hennequin; **Histoire de Brigands**, Maxime Léry. **Three One-Act French Plays** presents **Rosalie**, Max Maurey; **Deux Frères**, Louis Noël; **Le Fils de Jacquard**, Henry Bertin.

M. K.

IMAGES DE JEAN MERMOZ par Jacqueline Ancy.

PIONNIER DES GRANDS LACS par Magdeleine Jacques-Benoist, Clarke Irwin.

Didier of Paris has published recently a series of readers called "**Lire et Savoir**" which is based on a limited vocabulary of 1300 words. The publishers intend that Pierre Fourré's "Premier Dictionnaire en Images" be used as a companion to these readers, for they state that all of the words used in the series **Lire et Savoir** may be found in this dictionary. I did find words which are not in Fourré's dictionary, but these have been explained in French or by means of illustrations in the notes which accompany the reader.

"**Images de Jean Mermoz**" is a short biography of Jean Mermoz, one of the pioneer aviators of France. His experience in setting up new air routes and his daring attempts to conquer the barriers of sea and mountain would provide interesting reading for the high school student. "**Pionnier des Grands Lacs**" describes the experience of a Frenchman, Jacques Fouques, and his Indian guide, Nimki, in exploring the Great Lakes. Action is provided through battles with the Indians and the elements of nature.

"**Lire et Savoir**" looks like an interesting series of readers which could be used in Grade 11 or 12.

D. R. H.

LES CLASSIQUES DE LA CIVILISATION FRANCAISE, published by Librairie Marcel Didier, Paris, France.

Until now most school texts edited in France have not answered satisfactorily the particular needs of foreign university students. Designed essentially for use in France, they have not taken into account the limited vocabulary and insufficient grasp of the language of the majority of our students. As a matter of fact texts such as the **Classiques Larousse** and similar ones have been a source of frustration whenever they have used in our classes, particularly in the earlier years. The introductory material and cryptic foot notes, although ideal for someone completely versed in the language, too often confuse and discourage.

At last a French editor, Marcel Didier, has awakened to the requirements of students outside France. The series which he is now publishing under the general title *Les Classiques de la Civilisation Française*, has been specially planned for use in foreign universities and includes up till now "Andromaque", "Les Femmes savantes", "Le Cid", "L'Avare", "Le Barbier de Séville". These attractively presented volumes presuppose on the part of the student a basic vocabulary of 3000 words. All other words, or those used with a special meaning, are fully explained in the margin with notes using the basic vocabulary. Numerous explanatory tables appearing in the body of the text help the reader to relate the works not only to literary history but also to the great currents of French Civilisation. Many effective documentary illustrations give a visual insight into the period. The abundance and wealth of introductory notes, the biographical material, the dictionary of technical terms at the end of each volume, all these invaluable aids make the *Classiques de la Civilisation Française* an extremely valuable collection for students as well as teachers.

C. R. Parsons

LA SOIF ET LE MIRAGE by Adrien Thério; *Le Cercle du Livre de France*, Montreal (La Librairie Française, 98 Gerrard St. W., Toronto), 1960, 222 pages.

This is the first time that a French Canadian writer has chosen a city in the U.S.A. as the setting for a novel. The scene of "La Soif et le Mirage" is laid in Bowlingville, a fictitious town not far from New York. On the recommendation of the dean of his college, Bernard Leblanc, an ambitious young Arts graduate, is appointed professor of French at St. Martin's College. At the suggestion of a waitress at the French restaurant in Bowlingville, Prof. Leblanc applies for a room at the home of another employee, Miss Morgan, who works there from 4.00-10.00 p.m. every day except Monday. Miss Morgan turns out to be a middle-aged spinster of uncertain years, with a long face, rather dubious blond hair, affected gestures and a timid manner. With some hesitation, she lets the professor have a room at a purely nominal rental, the only stipulation being that he must not harm her little Mexican dog Taco and that he must show her a recommendation from the president of the College. Prof. Leblanc feels that he has found a quiet place in which to live and correct his papers. Miss Morgan soon takes a 'motherly' interest in her lodger. She furnishes the room to his taste and even buys a television set for his entertainment. In return, she expects him to do little household chores now and then, such as walking the dog, washing the dishes and mowing the lawn. Miss Morgan became more and more solicitous as time went on: "Je commençais à craindre sa tutelle", the professor laments. (P. 56). "Tout concourait à me rendre de plus en plus redevable envers elle". (P. 57). The interest of "La Soif et le Mirage" lies mainly in the characterization and in the dialogue. The author, in the guise of Prof. Leblanc, displays a keen appreciation of the 'psychos' of the half dozen Americans with whom he comes in contact. There is the innocuous, but affable, Spanish instructor, Mr. Randall, who has nothing to do with the plot. A student by the name of Bill Young is immediately attracted to his new French professor and likes to engage him in lengthy conversations which reveal the unsettled state of his mind. Bill's mother wants her son to be an engineer. He himself would like to adopt a liberal profession. The professor, who gets along rather well with Bill, is soon introduced to the latter's family, who, with characteristic American 'bonhomie', welcome the Canadian professor to their

home. "Madame Young", in the words of Thério, "était une personne au profil pointu, au regard doux, au verbe plaintif et interrogatoire". (P. 61). Her husband, bluff and good-natured, was a typical sport-loving American, who continually plied his guest with inquiries about hunting and fishing in Canada. Then there was Bill's sister, Mary Lane, not exactly pretty, but vivaciously attractive. The professor could not get her out of his mind: "Je pensais déjà au moment bienheureux où je pourrais, la tête sur mon oreiller, revoir Mary Lane et commencer à bâtir des rêves pour l'avenir." (P. 74). In the meantime, Miss Morgan had redoubled her efforts to win the affection of the young professor, who was becoming more and more embarrassed: "J'essayais de trouver le moyen d'arrêter ses empiètements mais je me sentais subjugué par elle, enfermé dans une sorte de champ entouré de barbelés, privé de tous recours extérieurs. Bientôt elle en profiterait pour mettre le grappin sur moi, m'assujettir complètement." (P. 59). The plot quickens! Jealous of youthful Mary Lane, the infatuated spinster secretly taps the professor's personal correspondence and discovers his love for a Canadian girl who is now living in France. This information she relays to Mary Lane who, of course, is quite upset. Apparently the professor prefers his Canadian girl friend, for he makes no attempt to regain the affections of Mary Lane, although they still see each other frequently. Bill seems rather glad that the affair has broken up. He had never had much hope for the romance between the professor and his sister. His vacillating thoughts lead him from one ambition to another. He has visions of grandeur. He fears that the professor may think that he is losing his mind. Prof. Leblanc warns his unstable young friend not to reflect too deeply: "Quand on scrute trop les secrets de la vie, on devient malheureux". (P. 173). The professor has not become americanized, as his American friends had hoped. He has fallen out with Mary Lane. He has had a 'showdown' with Miss Morgan for having read his letters and when he returns to St. Martin's in the fall he will have to find another lodging. In Paris, he wrote a post card to Mary Lane. Her reply brought not altogether unexpected news. Her brother Bill had drowned in a lake near Bowlingville while 'weekending' with some friends! There is no profound philosophy in Thério's latest novel; nor is there any action to speak of. Nevertheless, "La Soif et le Mirage" has an intriguing plot which leads the reader on. Unfortunately, the reader finds himself disappointed in the end. Perhaps in a later novel, the author will pick up the fallen threads and spin them out to a more satisfying conclusion.

G. A. Klinck.

A CONVERSATIONAL INTRODUCTION TO FRENCH, Heise, S. and Muller, R.F.; Dodd, Mead; \$4.90.

This is an introductory course in French suitable for university students. The reading lessons introduce geographical, historical and cultural information about France.

M. K.

NEUF PIÈCES DE THEATRE, Arthurson, G.M.; Oxford University Press, \$1.05.

These nine plays are short dramatizations (seven to twelve pages) of *Deux Amis*, *Le Curé de Cucugnan*, *L'Hospitalité du Pache*, *Jarjaille Chez le Bon Dieu*, *Le Petit Chaperon Rouge*, *Hansel et Gretel*, *Mateo Falcone*, *Le Médecin Malgré Lui*, *Le Cid*.

The French is idiomatic and the difficulty of the language restricts it to the senior forms.

M. K.

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GERMAN

A FIRST GERMAN BOOK, Russon, A. & L. J.; Longmans, Green & Co., 1959.
\$1.35.

"A First German Book" presents German to the beginner as a spoken language. First the student learns how to discuss situations which arise naturally out of classroom situations and these speech patterns are thoroughly assimilated. Then grammatical observations are made. This technique is followed throughout the book, with each lesson introducing varied and natural reading material and new grammatical material and exercises.

The book is intended as a first year course and comprises eighteen lessons.

"Most of the forms of declension will be met with in this volume, though they are introduced gradually in a way which, it is hoped, will draw more attention to similar ties than to confusing irregularities. The tenses, however, have been limited to the present, the future and the perfect. On the other hand, the nettle of word-order has been grasped firmly. Right from the beginning separable verbs are used; modal verbs with dependent infinitive are introduced from the second lesson, the future tense from the fourth lesson, onwards; and subordinate clauses appear for the first time as early as the fifth lesson. By such means a great deal more practice in German word-order is made possible".

The vocabulary is restricted to about one thousand words. Since there are only eighteen lessons, each lesson presents about fifty-six new words. These lists look over-powering, but it must be remembered that if the approach suggested is followed, students will learn most of these words through oral practice.

This book merits your consideration as a beginners' text. If you approach it with traditional blinkers on your mind's eye, there will be many aspects of the presentation of grammatical material that will annoy you. If you consider the language experience it can offer your students, you will find it stimulating and challenging.

M. K.

ICH LERNE DEUTSCH, Parts 1, 2, 3. Fenn, R.W. and Fangle, W.; Clarke Irwin,
\$1.15 \$1.45, \$1.65.

These three English texts offer a three-year course leading to the General Certificate Examination.

Reading material is presented mainly in the forms of conversations so that students will have the opportunity of using it as a means of oral expression. The subject matter covers wide fields of experience and entails the inclusion in the vocabulary lists of words of questionable value to secondary school students.

In view of the nature of University entrance exams, excellent stress is placed on translation from English into German. Also included are the usual fill-in exercises as well as verb and declension type exercises.

The introduction of grammar is gradual, in keeping with the forms that appear in the reading-conversational passage. At the end of each book is a complete grammatical summary which collects together the facts about one aspect of grammar which may have been introduced in separate units. In Book III there are no grammar lessons. Reference is made to the grammatical summary at the end of the book.

Grammatical explanations are sometimes exceptionally short, and full explanations of some points are left to the teacher: e.g. the use of the Imperfect

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The "REVIEW" is published in October, January, at Easter, and in June

and Perfect; the "am kleinsten" form of the superlative.

In Book II there is an unfortunate confusion of pages. Pages 17-32 appear again after page 80, and pages 81 to 97 are missing.

M. K.

SPANISH

EL CAMINO by Miguel Delibes, edited by José Amor y Vázquez and Ruth H. Kossoff, New York, Holt-Dryden, 1960, xv, 244, lxxxix pages.

An attractive and carefully prepared edition of "one of the three or four best novels of the past fifteen years in Spain."

CUENTOS DE LA JOVEN GENERACION edited by William H. Shoemaker, New York, Holt-Dryden, 1959, xvii, 165, li pages.

"Literature written in Spain since the Civil War (1936-39) still remains — twenty years later and with notable but very few exceptions — unknown and unavailable to American students. The present anthology seeks to fill this void," wrtes the editor. Highly recommended for its purpose.

THE SOURCES OF THE TEXT OF QUEVEDO'S POLITICA DE DIOS by James O. Crosby, New York, The Modern Language Association of America, 1959, ix, 125 pages (Monograph Series, XX).

A scholarly study of one aspect of the work of a major writer of Spain's seventeenth century. Quevedo's treatise is most interesting for its criticism of the unhappy "state of the nation".

EL AMBIENTE ESPANOL VISTO POR JUAN RUIZ DE ALARCON by Alva V. Ebersole, r., Valencia, Editorial Castalia, 1959, 193 pages.

The revision of a doctoral dissertation presented at the University of Kansas in 1957. The author skilfully investigates Spanish life of the first decades of the seventeenth century as portrayed in the plays of a leading Spanish dramatist.

THE EVOLUTION OF THE CONDITIONAL SENTENCE CONTRARY TO FACT IN OLD SPANISH by Henry Mendeloff, Washington, The Catholic University of America Press, 1960, vii, 106 pages.

A doctoral dissertation submitted to the Catholic University of America. The author has investigated the problem in all of the main texts of the Spanish medieval period.

J. H. P.

RUSSIAN

STUDENT (The Student's Russian Monthly) is published by Student Inc., Washington D.C. and edited by Marianna Poltoratsky, Professor of the Institute of Languages and Linguistics in Georgetown University, Washington, D.C.

STUDENT recognizes the urgent need of reading material for students of Russian. It attempts to fill this need by presenting interesting material written entirely in Russian to students on a beginners, intermediate and advanced level. The first issue of January 1960 is divided into three parts. Part one consists of short articles written in simple prose about the study of Russian in schools throughout the United States. The articles of Part Two are of a more advanced nature. They discuss the meeting between American and Soviet students and describe the activities of the Russian club at Georgetown University. Part Three is intended for advanced students. Its articles give bits of information about the Russian language, art, history and science. All the articles of **STUDENT** are interesting and expertly written. They can be profitably used to supplement and enrich the Russian student's classroom curriculum.

R. L. M.

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A BIBLIOGRAPHY OF COMEDIAS SUELTAS (in the University of Toronto Library) by J. A. Molinaro, J. H. Parker and Evelyn Rugg. University of Toronto Press, Toronto, 1959. Price \$3.50.

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RIONS UN PEU

UN MEDECIN PRATIQUE

Le Dr. X qui a une terreur bleue des microbes, entre dans un bureau de poste où il est très connu, achète un timbre-poste, et ne sachant comment l'humecter:

—Votre santé est toujours bonne, mon enfant? demande-t-il à là demoiselle du comptoir.

—Mais oui, docteur.

—Montrez-moi votre langue.

La jeune personne s'exécute.

Le médecin passe alors délicatement le revers de son timbre sur la langue exhibée, puis le fixant sur sa lettre:

—Merci! mademoiselle . . . c'est tout ce que je désirais.

A L'ECOLE

Le maître — La dentition humaine comprend les premières dents ou dents de lait, qui sont temporaires, puis, la seconde dentition, formée par les incisives, les canines, les molaires. Quelles sont celles qui viennent en dernier lieu?

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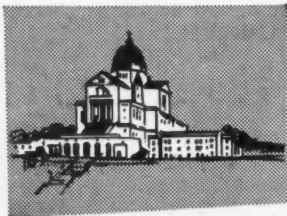
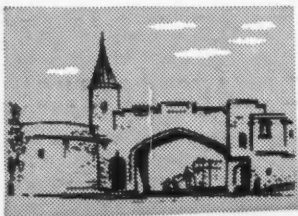
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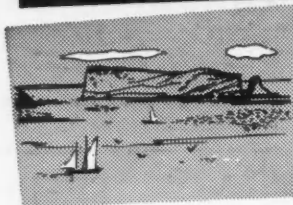
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